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ABSTRACT

The manual, in looseleaf format, is intended for training regular education teachers involved in mainstreaming handicapped students. The manual is organized into seven units of instruction: the law (P.L. 94-142, the Education for All Handicapped Children Act); handicapping conditions; assessment; individualized education programs; instructional resources; daily activities; and the evaluation process. Each unit is organized in a format which includes educational objective, utilization of content, and instructional information. Units are self contained and can be utilized independently. An introductory section discusses the inservice program design used in Texas to retrain 150 classroom teachers and other personnel such as administrators and paraprofessionals over a 3 year period. Six program objectives are listed and correlated with specific workshops. Among topics considered in the manual are the following: the child centered educational process, interpretation of P.L. 94-142, each of the specific handicaps, preparing nonhandicapped students for a handicapped classmate, norm referenced vs. criterion referenced assessment measured measures, informal assessment, Texas policy and procedures, aids in writing behavioral stated goals and objectives, resources on handicapping conditions for general education, learning centers and independent study, basic skills daily activities at the secondary level, classroom observation module, and continuous progress grading. (DB)

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REGULAR EDUCATION INSERVICE TRAINING AND RESOURCE MANUAL

(MAINSTREAMING)

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Product Description

Regular Education Inservice Training and Resource Manual

COMPREHENSIVE FORMAT -- This manual includes six major areas of instruction, including the law (P.L. 94-142), handicapping conditions, assessment, IEP (Individualized Educational Program), instructional resources, daily activities, and the evaluation process.

CLEAR ORGANIZATION -- Each section is organized in the following format: table of content, utilization of content, objective, instructional information.

FLEXIBLE DESIGN -- The notebook format allows educators to add new and viable information as it becomes available.

SELF CONTAINED MODULES -- Each unit is an entity within itself and can be utilized independently.

IMPORTANT NEWS

Now there is a practical, detailed teacher training and reference manual specifically designed to assist regular educators in working with the handicapped learner in the regular classroom. Applicable to all levels, the Regular Education Inservice Training and Resource Manual is committed to aiding educators in improving the basic skills for the handicapped learners.

The authors have designed this book in a clear accessible format to help regular educators find pertinent condensed special education information. Its comprehensive analysis makes every aspect easily understood. Not only is the guide an excellent resource book but it also serves as an all - inclusive curriculum for staff development, pre-service and inservice education.

IF HE CAN'T LEARN THE WAY WE TEACH, WE'D BETTER TEACH THE WAY HE LEARNS!

FOREWORD

The description and rationale for the Regular Education Inservice Project for Training of Teachers, Administrators, and Aides to Provide for the Handicapped Child in the Regular Classroom: During the 1977 school year, final regulations were approved which required the public schools under the All Handicapped Education Act Public Law 94-142 to provide special education and related services for all handicapped students. One of the major requirements of this particular act was that the handicapped student was to be educated in the least restrictive alternative. What this actually required is that the handicapped student be placed in the regular classroom environment for that portion of his education that he could maximally benefit.

Keeping this requirement in mind, the public schools and Region XIX Education Service Center began to explore alternatives to assist with the implementation of this requirement. One of the alternatives that became apparent was the development of a proposal and submission of that proposal to the U. S. Office of Education for an inservice grant to assist in training teachers, administrators and aides to meet their responsibilities under this particular act. This cooperative proposal was approved and in the summer of 1978, the plan was put into action.

The basic procedures and model established by this training proposal included first the use of an advisory committee for selecting

participants and to guide and assist with the evaluation of the program's progress. The advisory committee included representatives from each of the four special education programs within the region and representatives from the Region XIX Education Service Center.

The actual model for working with the schools included a three-year program. Each year there are to be ten school campuses selected for training sites. Each campus will select five participants in the program. These five participants should include the principal of the building and four teachers. These 50 participants are to be involved in a two-phase program of inservice. The first phase supports an intensive workshop period for obtaining information and knowledge related to education of the handicapped. The second phase provides for a practicum where participants would receive on-site assistance from the Project Team in implementing the practices learned in the intensive workshop. The end goal of this project is that there will be a spread effect for all teachers in the building through these five participants. These five participants are to become a resource for all teachers in the building to learn specific techniques and requirements of serving the handicapped child in the regular classroom.

The total outcome of this spread effect would prepare, within a three-year period, 150 teacher leaders to be utilized as a spread effect among all of their fellow teachers. Additionally, there are other workshops, awareness programs, and training materials that will become available to participants and teachers in the Region

through this particular project. This project is supported through funds from the U. S. Office of Education under application for grants for handicapped personnel preparation, Texas Education Agency, the public schools, and the Region XIX Education Service Center.

James T. Mancill

Project Director
Regular Education Inservice
(Mainstreaming)

ACKNOWLEDGMENTS

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The activity which is the subject of this report was supported in whole by the U. S. Office of Education, Department of Health, Education, and Welfare, Bureau of Education for the Handicapped. However, opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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INTRODUCTION

This Regular Education Inservice Training Manual (Mainstreaming) is a practical resource for educators which provides a condensed, readily usable reference. It is a means for securing a segment of information for immediate application in meeting teacher needs as compared to researching many sources.

The manual is a source for trainer participants to give other teachers information and instructional guidelines to assist in the mainstreaming process.

The format is derived from the objectives with each objective becoming a separate division in the manual. The notebook format is chosen in order to add new and pertinent information as it becomes available, thus the divisions are paginated separately.

Through the use of the Regular Education Inservice Training Manual (Mainstreaming), it is hoped that participants become more knowledgeable, more skilled, and therefore, more positive in attitudes toward working with the handicapped learner in the regular classroom.

PROGRAM DESIGN

Individualized instruction is a substantial consideration of our time and a mandate of Public Law 94-142. Handicapped students have a special need for this educational strategy. The program proposes to retrain 150 classroom teachers, and other personnel such as administrators and paraprofessionals over a three year period.

Goal: Teachers will acquire the necessary attitudes, skills, and knowledge relating to the educational program for the handicapped child required to carry out their responsibilities under P.L. 94-142.

Objectives:

1. The regular educator will have an understanding of the requirements of the "Education for All Handicapped Children Act," Section 504 of Texas Rehabilitation Act, the Texas Policies and Administrative Procedures, and the local plan relating to education of handicapped children and acquire a positive attitude toward their task.
2. The regular educator will be able to differentiate between the various handicapping conditions according to instructional needs.
3. The regular education teacher will become conversant in formal testing and will demonstrate expertise in informal assessment techniques applicable to a variety of handicapping conditions.

4. The regular educator will be able to assist in authoring for the handicapped learner an Individualized Educational Plan including instructional goals and objectives applicable to the regular classroom setting.
5. The regular educator will be able to effectively participate as a team member with special educators in the planning and implementation of daily classroom activities and instructional resources for the handicapped learner in the regular classroom.
6. The regular educator will be able to assist in evaluating progress of the child in the IEP and assist in updating the necessary goals.

Cooperating Agencies and Institutions in the Project:

Region XIX Education Service Center

El Paso Independent School District

Ysleta Independent School District

The Bi-County Cooperative (9 school districts)

The University of Texas at El Paso

The Texas Education Agency

Mainstreaming Inservice: Cultural and Philosophical Workshop

(See Objective No. 1)

The administrators and teachers who are participating in this mainstreaming inservice program will launch their attempt to acquire new skills in preparation for serving the handicapped by listening to speakers who will address the issue of acceptance of the handicapped

learner into mainstream education. The following issues may be focused upon:

- Perceiving society as a more viable system because of its heterogeneity of membership
- The built-in prejudice towards the physically and mentally handicapped by societal institutions
- The history of America of repressing the handicapped
- The psychological advantages and disadvantages of the handicapped being active members of the public education system

Mainstreaming Inservice: The Administrator's Role

(See Objective No. 1)

The Administrators' Workshop will adhere to the following agenda:

- An overview of serving the handicapped
- Educational legislation pertaining to serving the handicapped in the regular classroom
- Educational models for educating the handicapped in the independent school district
- Foreseen ramifications educational administrators will experience due to having the handicapped learner as a member of the student body

The administrative audience will be composed of central office executives, building principals, and program directors. Integrated into this workshop will be a group of experienced and respected school men and women who have successfully met the educational needs of the handicapped learner in their regular school programs. The format may

be one of round table discussion and presentations.

The topics to be raised at each round table discussion on this second day, via the group facilitator, may be as follows:

- The need for alterations in the physical plant
- The ramifications to the school budget
- The need for additional professional staff
- The need for unique instructional resources
- The psychological effects upon the non-handicapped learner
- The impact on the classroom members' rate of learning

Mainstreaming Inservice: Accommodating Specific Handicapping Conditions

(See Objective No. 2)

The administrators, teachers, and paraprofessionals who are participating in this mainstreaming inservice program will have the opportunity to become informed about the following specific types of handicapping conditions:

- Auditory impairment
- Emotional disturbance
- Language/learning disability
- Mild mental retardation
- Orthopedic handicap
- Visual handicap

A series of speakers, each possessing expertise in one of the above exceptionalities, will present a two-day inservice. The state definition, eligibility criteria, characteristics and special considerations for the particular handicapping condition will be delineated. Each workshop will address the accomodations necessary to the near-

normal functioning of these exceptional students.

Sophisticated lighting, construction of ramps, and widening of doorways are three basic issues that may be addressed in the accommodations to be initiated by the administrator. Seating arrangements, classroom climate, duration of academic presentations, independent travel, verbalization of personal needs, and acquisition of unique instructional supplies of basic issues that may be addressed in the accommodations to be initiated by the teacher and/or paraprofessionals.

Mainstreaming Inservice: Assessment Skills Workshop for Teachers

(See Objective No. 3)

In the didactic phase of teaching assessment skills, professionals will conduct a program addressing the following topics:

- Appropriate assessment approaches for the handicapped
- Modifications of assessment instruments for the handicapped
- Formal versus informal assessment activities for the handicapped
- Deriving strengths and weaknesses from the assessment data for instructional purposes.

The practicum phase of teaching assessment skills will involve aid in planning and facilitating assessment activities for each participant in the workshop. The following outcomes/products will be required of each teacher attempt to acquire these assessment skills:

- Assist in composing an assessment plan inclusive of rationale for the handicapped learner
- Assist in composing and/or studying one video tape recording involving an assessment activity and tools for a handicapped

learrer

- Participating in at least one formal assessment activity if possible--if not, studying available test data and conducting one informal assessment activity on the same handicapped learner, resulting in the comparison of information gained from each test
- Document instructional needs based upon strengths and weaknesses derived from both the informal and formal assessment of the handicapped learner

Mainstreaming Inservice: The Individualized Educational Plan Workshop for Teachers

(See Objective No. 4)

In the instructional phase, professionals will conduct a program on the purpose, construction, contents, and format of the Individualized Education Program. The practicum phase of this skill development training package will require that each inservice participant return to the data gathered during the assessment skills training sessions and provide input into the Individualized Education Program, when appropriate. Each participant will guide a handicapped learner through a series of specific instructional activities derived from the goals and objectives indigenous to that exceptional learner's individualized educational plan. Upon completion of the instructional activity, the inservice participant will conduct a post-assessment activity utilizing the same assessment tools used in the pre-assessment of this child. The climax of this inservice program will be the comparing and

contrasting of the post-assessment data with the goals and objectives stated in the individualized educational plan so that progress can be identified.

Mainstreaming Inservice: Instructional Resources Workshop for Teachers

(See Objective No. 5)

The skill development inservices addressing the selection and utilization of appropriate instructional resources for the handicapped in the regular classroom will include instructional resources for the teaching of language arts, mathematics, social sciences, and natural sciences.

Inaugurating this sub-section of the mainstreaming inservice program will be a large-group presentation focusing upon the classification of instructional resources:

- Mono-modality resources (cassette tape, non-audio filmstrip, book)
- Dual-modality resources (tape and filmstrip, book and tape, etc.)
- Multi-modality resources (kits)

Each participant will select a variety of instructional resources, drawn from the three areas. From these resources the participant will develop and implement a small-group and large-group presentation.

Mainstreaming Inservice: Daily Activities Workshop for Teachers

(See Objective No. 5)

In the didactic phase of this skill development training session, the concepts of individualized instruction are joined with the skill of interpreting an individualized educational program resulting in the

identification of daily instructional activities appropriate for the handicapped learner in the regular classroom.

Each participant may author a videotape recording solely for self-study, instructing a handicapped learner in a regular classroom setting based upon specific goals and objectives displayed in that learner's individualized educational program. Incorporated into this self-critiqued videotape may be the following teacher competencies:

- Identification and use of a variety of instructional resources
- Implementation of alternative group compositions
- Demonstration of a variety of instructional activities that address the same sequential instructional objective

Mainstreaming Inservice: Evaluation Process Workshop for Teachers

(See Objective No. 6)

In the final skill development training component, the following topics will be addressed via large-group instruction:

- The role of post-assessment as a means of identifying student progress as stated in the learner's individualized educational program.
- The impact of instructional resources upon the learner's success
- The advantages and/or disadvantages of various instructional activities to the learner's success.
- The consequences of grouping and physical environment upon the learner's success.
- The psychological needs of the learner and their impact upon the instructional success.

Criterion-referenced vs norm-referenced tests, teacher made tests, observational techniques, and continuous progress grading may be incorporated into the Evaluation Process Workshop.

Application of these skills will be demonstrated by the inservice participant contributing to the updating of the learner's IEP.

Supervised Learning Experience for the Teacher

A balanced program will provide via regularly scheduled workshops, seminars, individual case consideration, laboratory experience with children, micro-teaching, and sensitivity training. Three semester hours of university credit for teachers may be obtained through the University of Texas at El Paso upon completion of these training experiences.

Starting with August inservice, participants will encounter the following subject matter through seminar and inservice training:

- Culture and philosophy
- Accomodating specific handicapping conditions
- Assessment skills
- IEP development and follow up
- Individualization of instruction
- Instructional resources
- Daily activity
- Evaluation process
- Communication skills
- Parent involvement
- Individualized need
- Classroom management

Teachers and their aides, upon request, will be visited regularly by the regional team consisting of the Project Specialist and Demonstration Teacher. On-site assistance will be provided by the team and

feedback will be channeled into workshop and inservice training sessions where needed to allow additional emphasis.

School site, in-class observations and out-of-class conferences will be regularly scheduled to assure continuity throughout the year.

Administrators will receive consultation and awareness in the following topics:

- culture and philosophy
- accommodating specific handicapping conditions
- the administrator's role

The regional inservice team will be available to assist administrators upon request. Local adminsitrators will plan a large role in follow-up and evaluation of teacher progress in the program and will aid in on-campus training of all faculty members.

Qualitative and Quantitative Impacts

Qualitative

A continuum of service to the handicapped student is an alternative placement, "least restrictive environment". Under this plan for service many handicapped children are placed in the regular classroom. It is this population of pupils which must be considered. The classroom teacher charged with the responsibility of providing special instruction for the handicapped student should receive special retraining to provide effective teaching and learning.

The specific qualitative impacts can be most forceably stated as output teacher competencies.

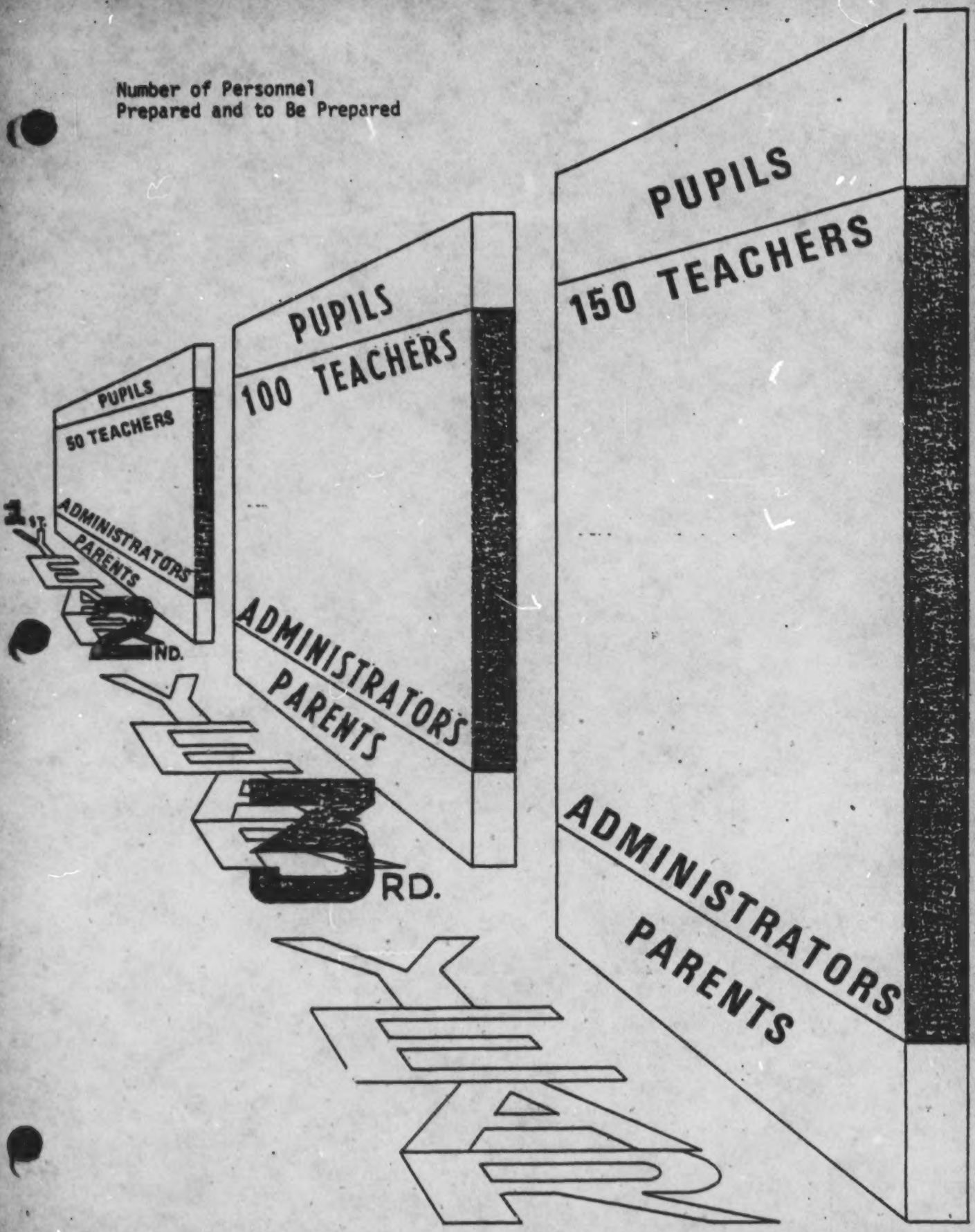
a) Development of psychological and sociological insights into educational problems of the handicapped pupil

b) Knowledge as to the dynamics of the learning style of the minimally handicapped pupil

c) Development of skills requisite to the utilization of existing and special materials in the teaching of the handicapped individual

d) Effective classroom correctional techniques for the handicapped

e) Familiarity, conversancy, and effectiveness in carrying on constructive dialogue with colleagues, diverse community and private social agencies, and other entities.


Number of Personnel
Prepared and to Be Prepared
PUPILS
50 TEACHERS
ADMINISTRATORS
PARENTS
1ST.
2ND.
PUPILS
100 TEACHERS
ADMINISTRATORS
PARENTS
3RD.
PUPILS
150 TEACHERS
ADMINISTRATORS
PARENTS
YEAR

LAWS, POLICIES AND PROCEDURES

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EDUCATOR'S TEN COMMANDMENTS OF P.L. 94-142 AND SECTION 504	46

Utilization of Content

Child Centered Educational Process pp. 3-36

Transparencies may be developed from these pages for training of other educators. This material may need to be updated as the law changes and be made applicable to the needs of each school district.

Interpretation of Public Law 94-142 pp. 37-45

The easily read handouts may be used for small, informal discussion groups or for building level inservices.

Educator's Ten Commandments of P.L. 94-142 p. 46

This page is a rendition of the law in parody form to be used for educator training inservices.

LAWS, POLICIES AND PROCEDURES

OBJECTIVE

The regular educator will have an understanding of the requirements of the "Education for All Handicapped Children Act," Section 504 of Texas Rehabilitation Act, the Texas Policies and Administrative Procedures and the local plan relating to education of the handicapped children and acquire a positive attitude toward their task.

CHILD-CENTERED EDUCATIONAL PROCESS

for the handicapped

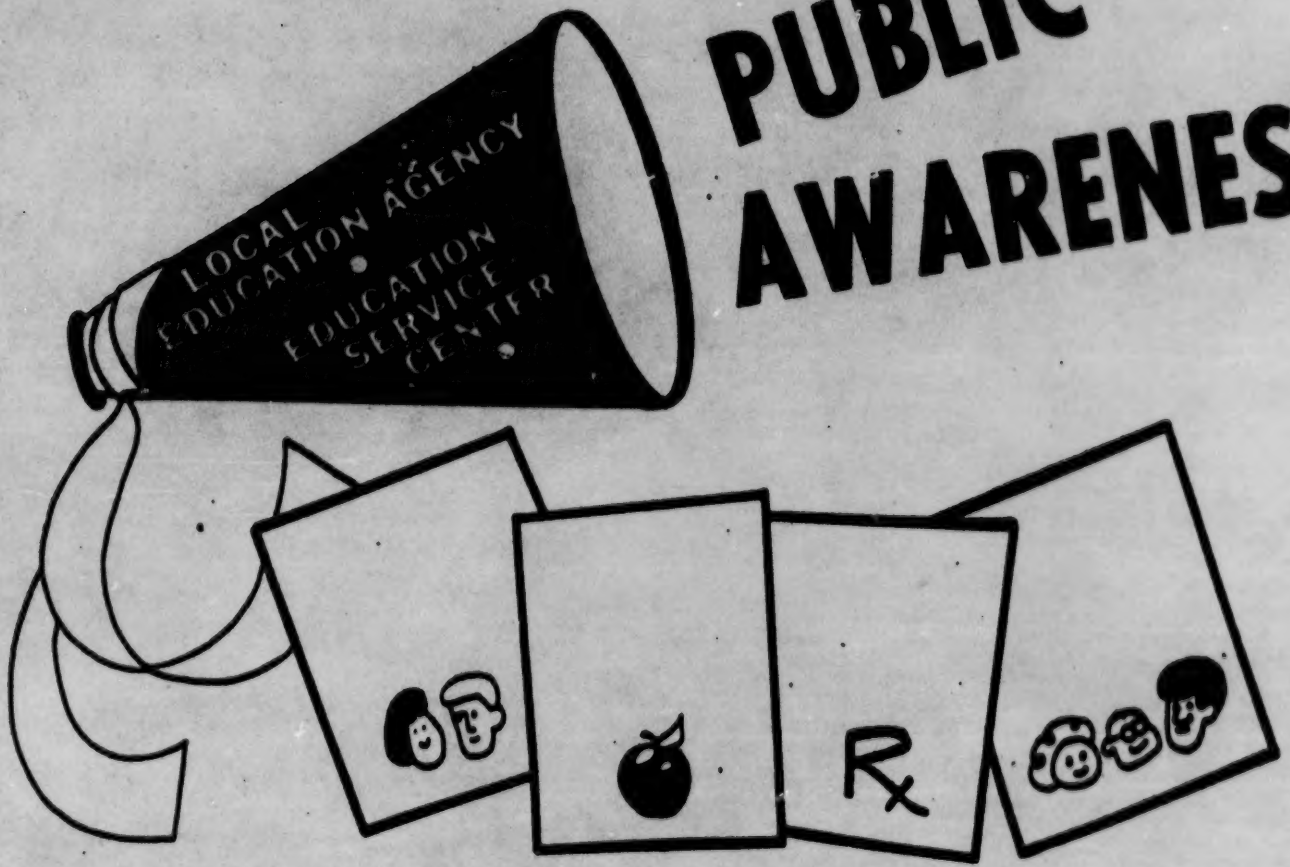
Produced by TEXAS EDUCATION AGENCY
TEXAS LEARNING RESOURCE CENTER

TEXAS EDUCATION AGENCY

POLICIES AND ADMINISTRATIVE PROCEDURES FOR THE EDUCATION OF HANDICAPPED STUDENTS

AS MANDATED BY FEDERAL AND STATE LEGISLATION

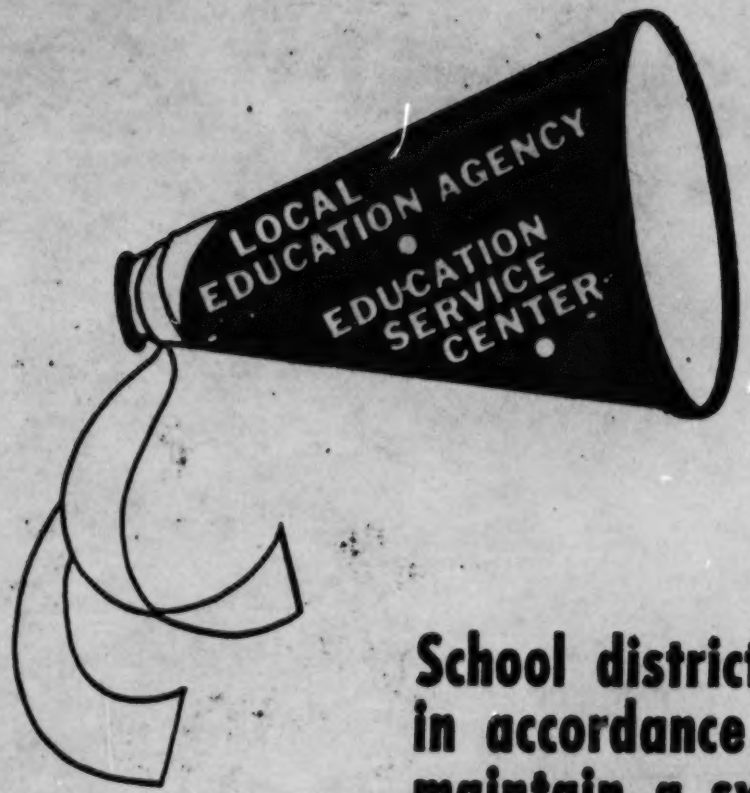
1. IDENTIFICATION



PUBLIC AWARENESS

REFERRALS

1. IDENTIFICATION



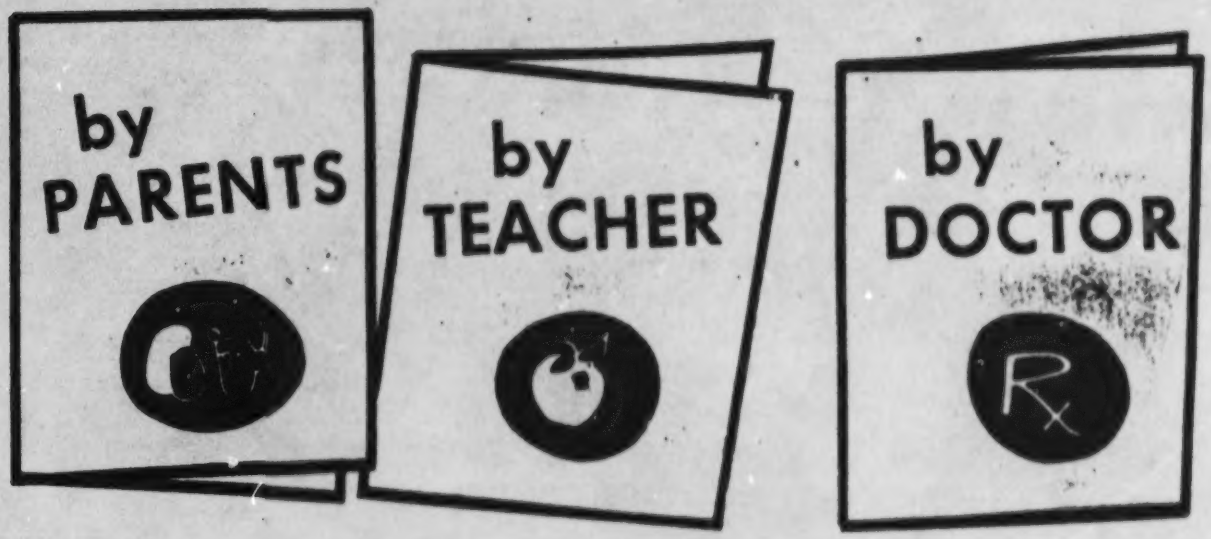
PUBLIC AWARENESS

School district and education service center, in accordance with Texas Education Agency, maintain a system to inform citizens of educational opportunities for the handicapped

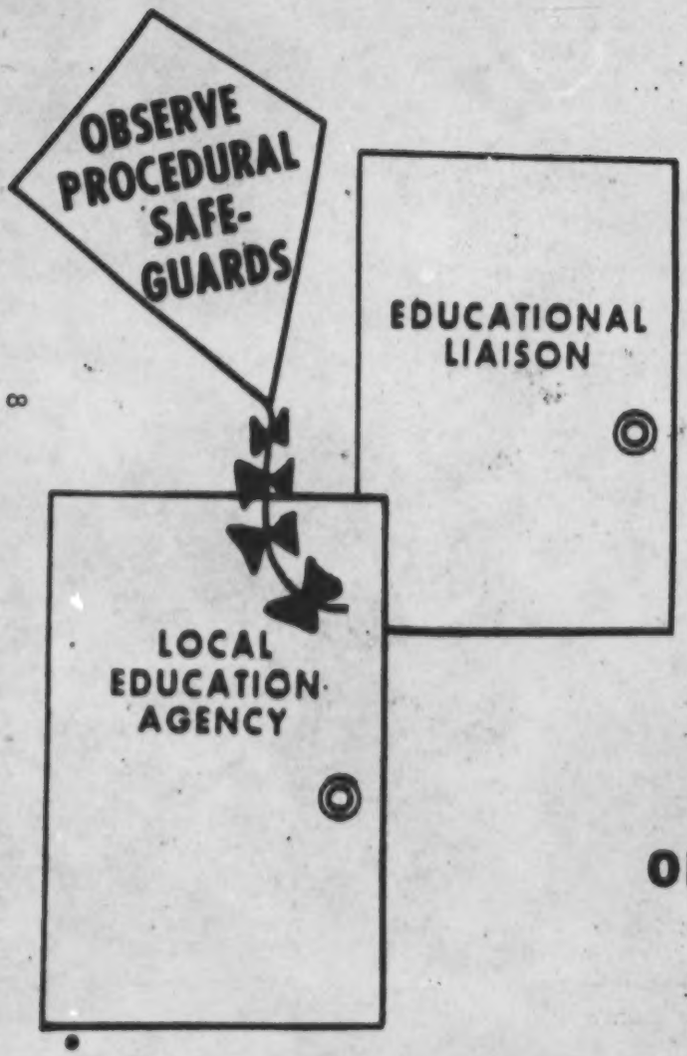
1. IDENTIFICATION

REFERRALS

Referrals made to appropriate administrator



2. EDUCATIONAL LIAISON ASSIGNMENT AND DATA COLLECTION

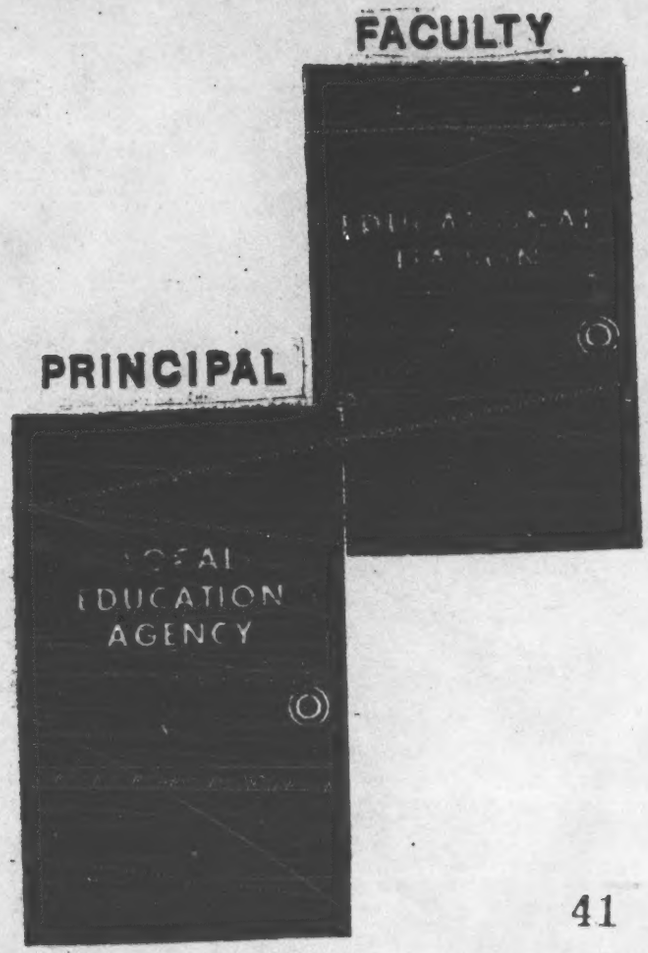


2. EDUCATIONAL LIAISON ASSIGNMENT AND DATA COLLECTION

EDUCATIONAL LIAISON ASSIGNMENT

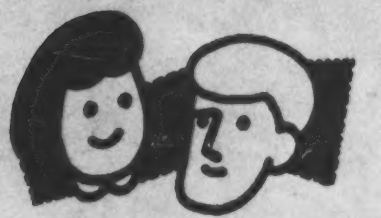
Appropriate administrator assigns educational liaison for student referred

- **Regular education personnel (or other qualified personnel) who identified regular education student's possible needs**



- Program area personnel most closely related to possible needs of student who is not in regular education
  - pre-kindergarten
  - not receiving any educational services
  - in public or non-public institutions and returning to school districts

EDUCATIONAL LIAISON DATA COLLECTION



- Information provided by parents

- Recent vision and hearing screening

- Updated health history inventory or recent medical evaluations

- Current educational status
  - Attendance, grades, achievements

12

45

In-school and out-of-school behavior

- **Previous educational efforts and strategies provided for the student and results of those efforts**

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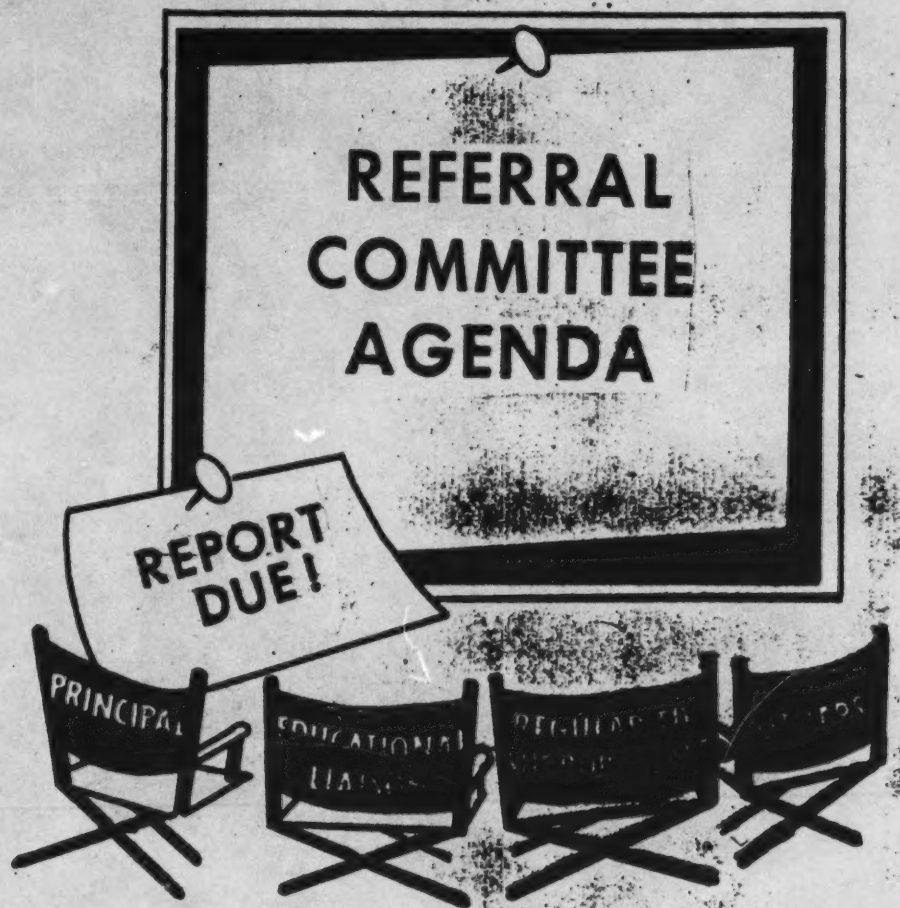
3. REFERRAL COMMITTEE MEETING



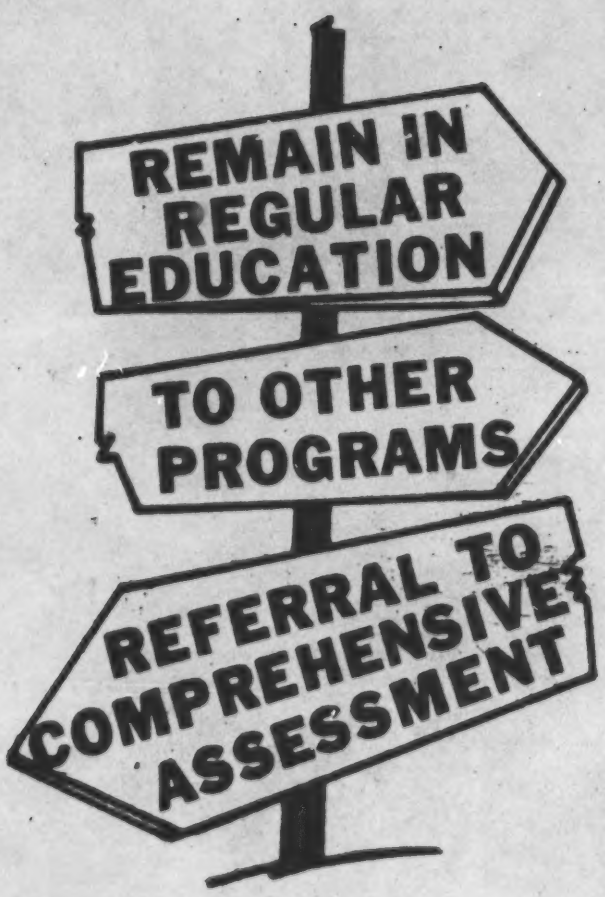
13

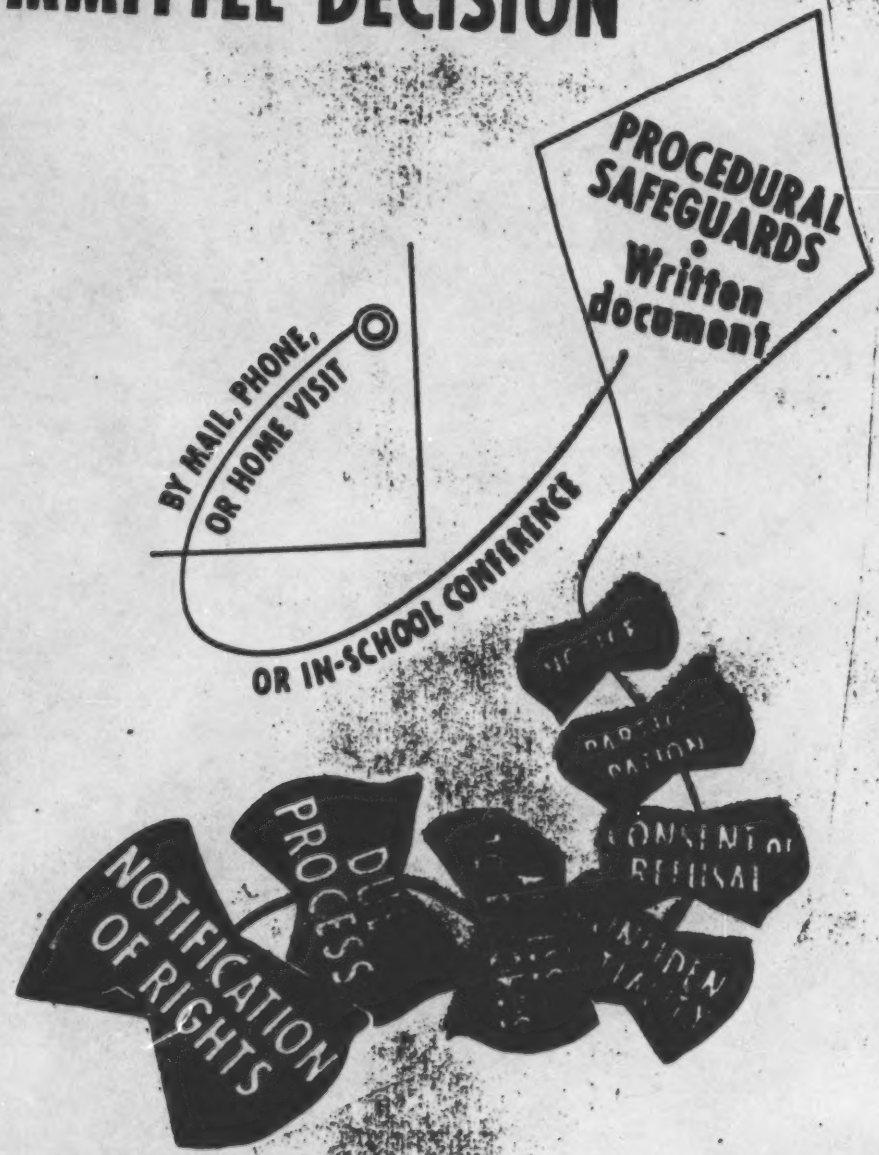
REFERRAL COMMITTEE AGENDA

1. Examines all data
2. Explores possible educational alternatives
3. Makes decision regarding referral
4. Reports decision in written form, signed by all committee members

Report due within 30 days of initial referral (exclusive of school holidays)

REFERRAL COMMITTEE DECISION





PROCEDURAL SAFEGUARDS

NOTIFICATION OF RIGHTS - Commissioner responsible for establishing procedures for informing persons of their rights

- students, parents
- personnel from public school programs, institutions, and agencies

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CONFIDENTIALITY OF RECORDS - federal and state rules and regulations observed by all

- state, regional, local public agencies
- special education cooperatives
- non-public schools and other private facilities providing special education services

NOTICE - in written form, given to parent or guardian of eligible student

- **in primary language of parent or guardian**
- **prior to proposal or refusal to initiate or change student's identification, evaluation, or educational placement**

Notice includes:

- description of evaluation procedures, tests, records, or reports
- right to access and challenge student's educational records
- opportunity to present a complaint regarding the student's identification, evaluation, or educational placement
- right and responsibility to participate in the development of student's individual educational plan
- right to hearings and appeals

18

PROCEDURAL SAFEGUARDS

CONSENT - required of parent, guardian, or student

- fully informed, understanding all relevant information
- understands consent is voluntary
- provides written consent

Consent is obtained prior to

- formal evaluation procedures
- disclosure of confidential information to other than participating agency officials
- change in educational placement
- use of information other than that previously specified

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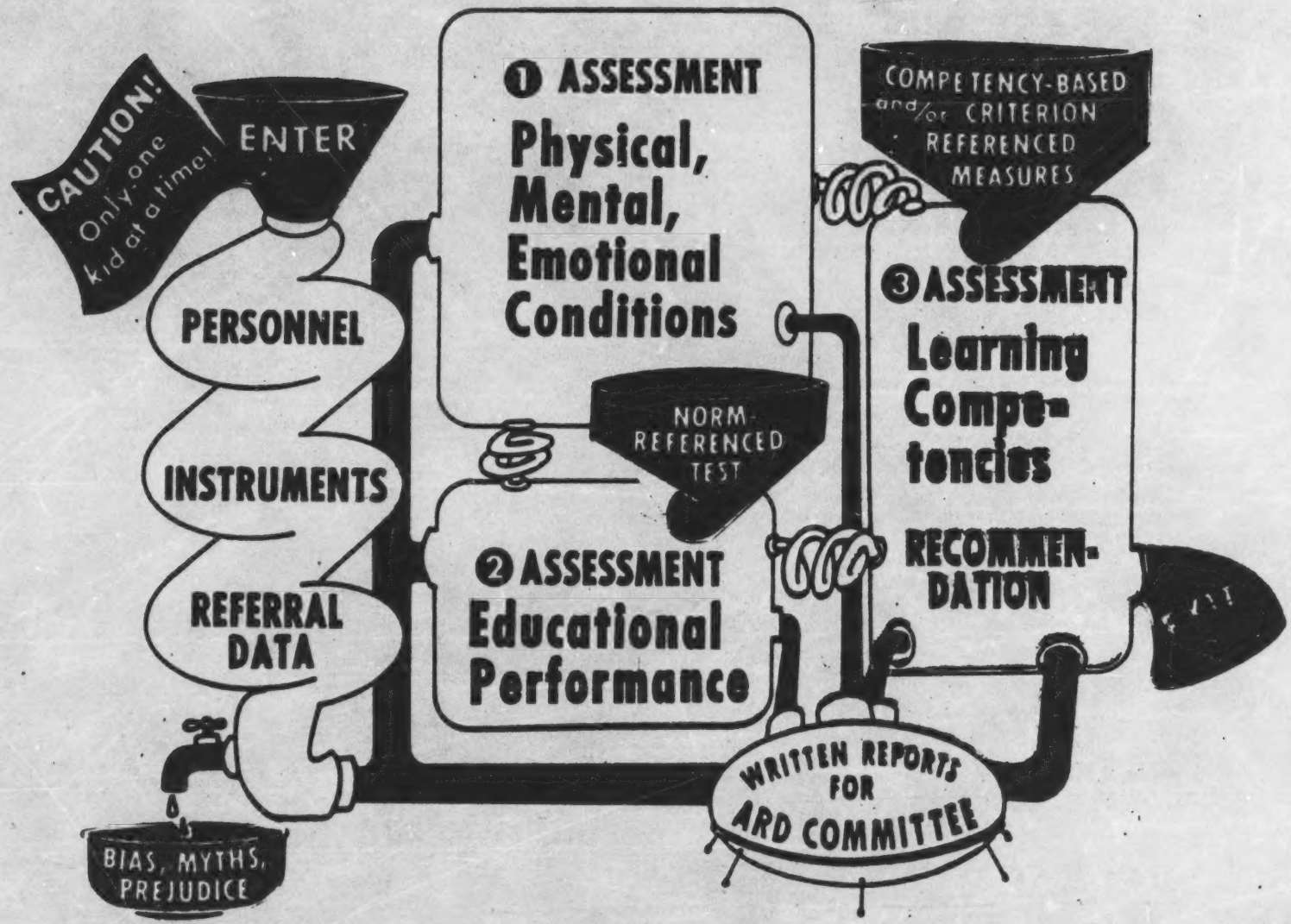
EDUCATIONAL PLACEMENT - educational setting allowing student development according to abilities and needs as stated in the student's individualized educational plan

- educated to the maximum extent with nonhandicapped students
- educated as close as possible to student's home
- provided opportunities to participate in other school activities on same basis as nonhandicapped students

DUE PROCESS - procedures for all grievances and complaints related to the Texas public education system

SURROGATE PARENT - provided for student whose parent or guardian is unknown or unavailable

4. COMPREHENSIVE ASSESSMENT



APPROPRIATE PERSONNEL AND PROCEDURES

INDIVIDUAL ASSESSMENT

- Provided through school district and/or education service center
- Performed in student's demonstrated dominant language
- Administered by appropriately trained, licensed, or certified personnel
- Instruments selected and administered to obtain appropriate measurement, considering possible effects resulting from student's disability

4. COMPREHENSIVE ASSESSMENT

INDIVIDUAL ASSESSMENT PROCESS

❶ ASSESSMENT:

Physical, Mental, Emotional Conditions

- Determines presence or absence of a disability, which may or may not contribute to student's educational need
  - Language
  - Physical
  - Emotional/Behavioral
  - Sociological
  - Intellectual

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❷ ASSESSMENT:

Educational Performance Levels

- Determines presence or absence of significant educational deficit and determines need for special education instruction

- Consists of individually administered educational performance-level measures and norm-referenced measures designed to assess specific areas of educational development

❸ ASSESSMENT:

Learning Competency Levels

- Describes competency levels of student relative to the deficit areas determined in ASSESSMENTS ❶ and ❷
- Consists of competency-based and/or criterion-referenced measures in addition to other types of assessment techniques

Recommendation

- Recommends instructional and/or related services that could improve present levels of functioning

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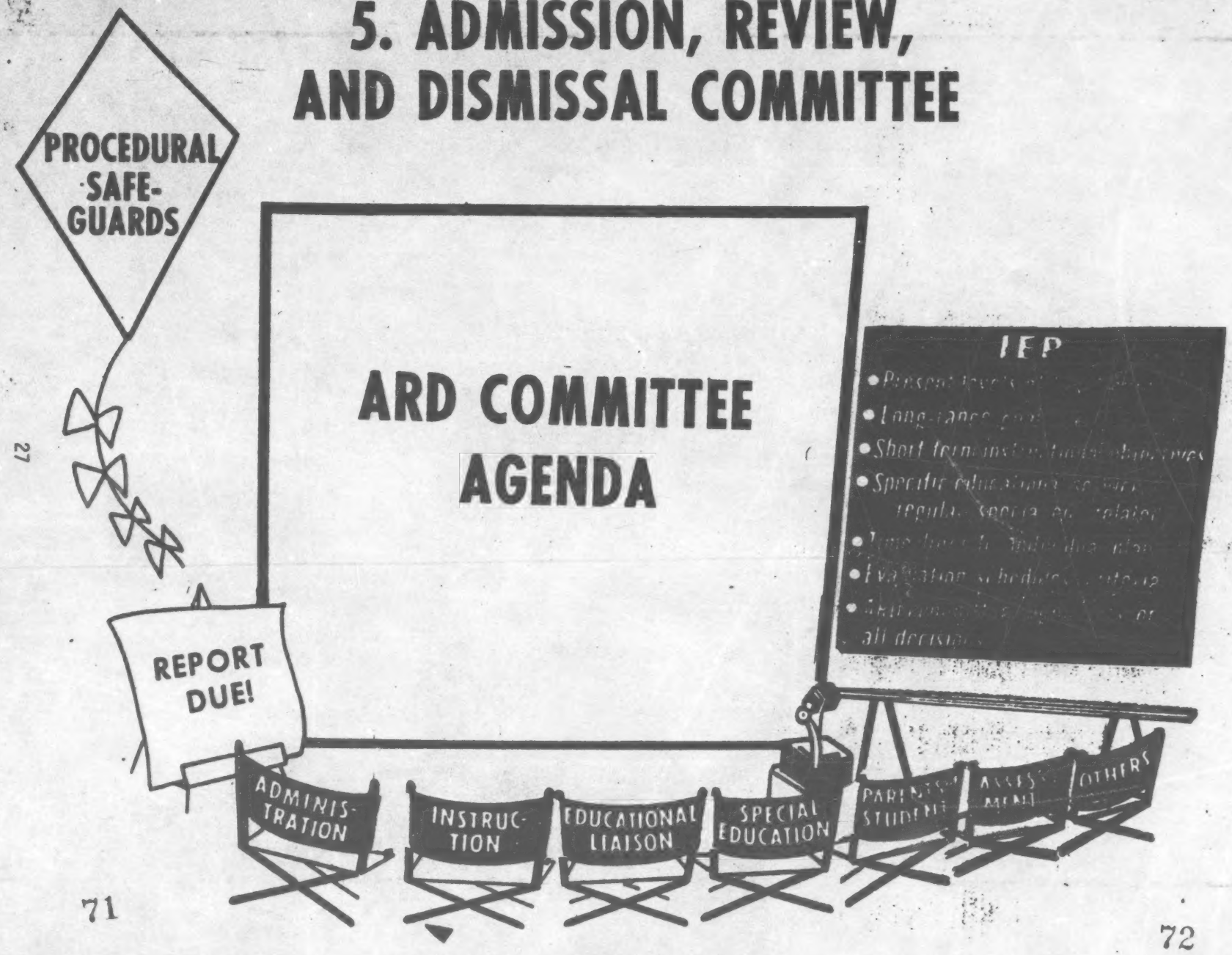
5. ADMISSION, REVIEW, AND DISMISSAL COMMITTEE



5. ADMISSION, REVIEW, AND DISMISSAL COMMITTEE

ARD COMMITTEE AGENDA

- Reviews all available data
- Ensures that placement into special education is not based solely on
  - linguistic differences
  - different cultural life style
  - lack of educational opportunities
  - lack of achievement from previous educational experiences
- Determines student's eligibility

- Initiates development of Individual Educational Plan or modifies existing IEP
- Determines educational placement
- Reviews all special education assignments annually
- Develops written summary following each meeting, including positions and signatures of each participant

5. ADMISSION, REVIEW, AND DISMISSAL COMMITTEE

INDIVIDUAL EDUCATIONAL PLAN

Includes statements of

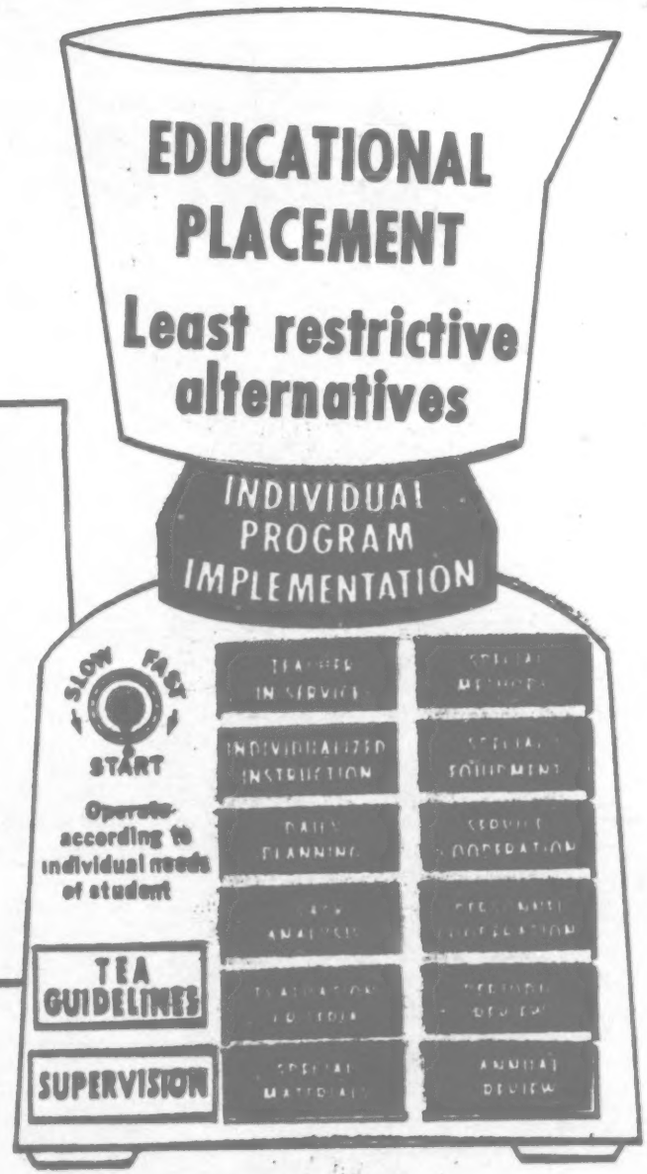
- Student's present level of functioning
  - performance in content areas
  - physical abilities and disabilities
  - behaviors affecting educational performance
  - prevocational skills (when appropriate)
- Annual goals and short-term instructional and related services objectives
- Specific educational services - regular education, special education, and related services

- Time lines for each setting
  - projected dates for initiation of services
  - anticipated duration
  - justification for each service
- Schedules and criteria for evaluating each short-term objective
- ARD committee signatures on all decisions with indication of member's consent or dissent

6. PROGRAM IMPLEMENTATION

DIRECTIONS

1. Follow guidelines
2. Measure carefully
3. Check ingredients
4. Regard time lines
5. Observe changes
6. Sample daily
7. Blend as directed



6. PROGRAM IMPLEMENTATION

EDUCATIONAL PLACEMENT - Handicapped students in the least restrictive educational environment

- Local school district
  - regular classroom, resource, self-contained, itinerant, and other approved educational options
- Cooperative programs with other districts
- Other districts, approved regional educational program services and regional day school for the deaf

- Approved non-public schools, with student residing with parent or guardian
- State Schools for the handicapped
- Approved private in-state residential school
- Approved private out-of-state residential school

6. PROGRAM IMPLEMENTATION

Operate according to individual needs of student

TEA GUIDELINES

SUPERVISION

TEACHER IN-SERVICE

INDIVIDUALIZED INSTRUCTION

DAILY PLANNING

TASK ANALYSIS

EVALUATION CRITERIA

SPECIAL MATERIALS

SPECIAL METHODS

SPECIAL EQUIPMENT

SERVICE COOPERATION

PERSONNEL COOPERATION

PERIODIC REVIEW

ANNUAL REVIEW

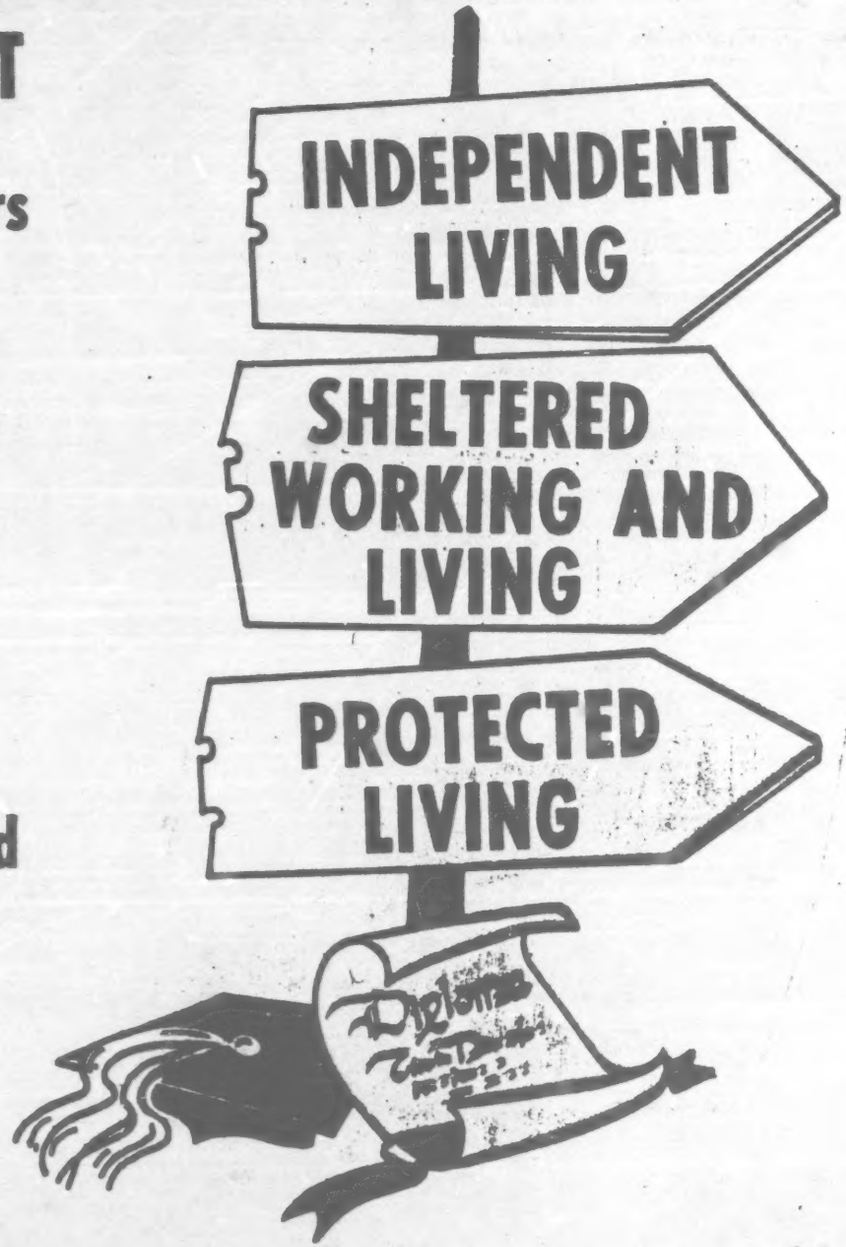
7. PROGRAM OUTPUT

ARD Annual Review considers

- **Student's dismissal from special education services**

or

- **Continuation or revision of student's individualized educational plan**



Pages 37 to 45, containing excerpts from a publication describing "who is covered by P. L. 94-142" have been deleted. Publisher is Channing L. Bete Co., Inc., Greenfield Mass.

EDUCATOR'S
TEN COMMANDMENTS OF
PL 94-142 & 504

1. Thou shalt not refer a child without parental knowledge.
2. Thou shalt not assess a child without written parental approval.
3. Thou shalt not interpret information without parental consultation.
4. Thou shalt not make concluding recommendations without a multi-disciplinary team of due composition.
5. Thou shalt not place a child without written parental approval.
6. Thou shalt not hide reports, records or any other information from parents.
7. Thou shalt not reveal information to others without parental written authorization.
8. Thou shalt not discriminate in testing, placement, or any other actions.
9. Thou shalt not fail to document all thy proceedings for fear thou will be called to the highest court.
10. Thou shalt not think that thou knowest best, for the law is written in 94-142 and 504.

Wilbur Kalinke

Presented by Dr. Maurice Walraven, guest speaker at OFCEC luncheon on October 12, 1978, during OEA Convention.

HANDICAPPING CONDITIONS

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Utilization of Content

While the definitions of handicapping conditions and eligibility criteria are based upon federal regulations each state may have a minor difference in interpretation. Modifications for each outline may be necessary.

Outlines pp. 3-18

The outlines on handicapping conditions are written in general terms and may be used as a starting point for further indepth study on each topic. The material may be used in workshops and in inservices for regular educators. The information may be relayed through lecture, small or large group discussions, simulation activities or independent study.

Bibliography of Resources pp. 19-20

The bibliography provides resources for more extensive study on each of the handicapping conditions. Additional readings may be assigned by the team leader.

Additional Considerations pp. 21-26

These pages, which can be used as independent handouts, supply some general suggestions suitable for the regular teacher in working with the blind, deaf and hearing impaired student.

Preparing Non-Handicapped students For A Handicapped Classmate pp.27-33

This subsection give specific simulation activities for the teacher to use in student preparation toward acceptance of a handicapped learner in the regular classroom.

HANDICAPPING CONDITIONS

OBJECTIVE

The regular educator will be able to differentiate between the various handicapping conditions according to instructional needs.

MAINSTREAMING THE HEARING IMPAIRED CHILD

I. State Definition of Hearing Impaired Student

(A) Hearing impaired students include deaf or hard of hearing students whose hearing is functionally defective after correction and requires the provision of special education services to achieve their full educational potential.

II. Eligibility Criteria

(A) A student with a hearing impairment is one who is determined to have a serious hearing loss even after corrective medical treatment and/or use of amplification. This determination is made by an otological examination performed by a licensed physician. The otological report specifies the type and severity of the hearing impairment. An audiological evaluation by a certified audiologist will also be conducted. This evaluation includes a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification.

III. Nature of Hearing Impairment

(A) Types of hearing loss
1. Conductive
2. Sensori-neural

(B) How Hearing is Measured
1. A pure tone audiometer produces sounds in varying intensities (loudness) and varying frequencies (pitch).
2. Result is charted on a graph called audiogram.
3. Unit of measurement used to express the intensity of sound is the decibel (dB). Frequency is expressed in hertz (Hz).
4. Hearing loss is indicated in dB. The greater the loss the larger the number value as:

Mild	27 to 40 dB
Moderate	41 to 55 dB
Moderately Severe	56 to 70 dB
Severe	71 to 90 dB
Profound	91dB+

IV. Symptoms that Indicate a Hearing Loss

(A) Behavioral indications:
1. Lack of attention
2. Turning or cocking of head
3. Frequent requests for repetitions

4. Difficulty in following oral directions
5. Acting out, stubborn, shy, or withdrawn
6. Reluctance to participate in oral activity
7. Lack of a sense of humor
8. Dependent on classmates for instruction
9. Discrepancy between actual and expected achievement

(B) Medical indications:
1. Frequent colds or sore throat
2. Fluid running from the ears.
3. Recurring tonsilitis
4. Frequent earaches

V. Referral

(A) Teacher → School Nurse → Referral Committee → Parents, → Speech Therapist → Audiologist → Physician → ARD (if Referral Committee deemed handicapped) → IEP → Placement

VI. Background Information Before Child Enters Class

(A) The teacher should be well informed about: the nature of the hearing loss, ways in which child communicates, and amount of residual hearing. When the hearing loss occurred so to understand speech and language abilities. Brief private sessions with child, special meetings with his speech therapist and resource person, parents should be called in, important points summarized, responsibilities delegated, course of action to help student set into motion.

VII. Obstacles Facing the Hearing Impaired

(A) Problems in lipreading; confusion, misunderstanding, and feeling of isolation surround the child, less mature in social development, I.Q.'s are not an accurate guide to child's intelligence.

VIII. Factors to Facilitate Speechreading

1. The teacher should follow a routine so that he will know which activity should follow another activity.

2. Communication is important between the teacher and the hearing impaired child. The teacher should talk facing the student; using complete brief sentences and not single words.

3. If the room is darkened for slides or film be sure there is enough light on the face of the instructor, so the student can follow any commentary or questions.

4. Never have the student looking into a light source; the teacher should not stand in front of windows, dark areas, or an area where there may be shadows when talking.

5. The teacher's voice should be pleasant and unstrained. Never over enunciate words for this makes lipreading more difficult.

6. Use natural gestures. Exaggerated gestures may cause confusion.

7. When speaking of something or someone in the room, glance, point, or walk over to the object and touch it.

8. Gently tap the shoulder, arm, or hand of the student if calling him by name is not effective; never startle him.

9. Never assume the student understands careful explanations.

10. Supply diagrams and other visual aids whenever possible.

11. Provide a good pattern of speech for the child; distinct articulation is more helpful than speaking louder.

12. Encourage the child to ask questions or have statements repeated if he does not understand.

13. When isolated words are presented, such as spelling, the words should be given in context.

14. Seat the student in a central location; a couple of rows from the front, where he will not have to strain to look up at the teacher.

15. When presenting new vocabulary words, present the multiple meanings for these words; some words have more than five meanings.

IX. Classroom Environment

(A) Noise level, expect same behavior and dependability, remind him when mumbling, arrange for note takers, make him feel accepted, become more sensitive to each other, a climate where success in frequent.

X. Resources

(A) Parents are greatest resource. Others might include: Previous teachers, audiologists, otologist, family physician, psychologist, clergy speech and/or language therapist, university courses about the hearing impaired, organizations serving the hearing impaired, and health and welfare agencies.

MAINSTREAMING THE SPEECH IMPAIRED CHILD

I. State Definition of Speech Impaired Student

Speech handicapped students are those having a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects their educational performance.

II. Eligibility Criteria

A student who is speech impaired is one who has been determined by a certified speech and hearing therapist to have a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment. The report of individual assessment from the specialist must specify the type and severity of the impairment and may include a description of the functional implications of the handicapping condition for the educational process.

III. Special Considerations.

Speech impairments may be the result of the following physical, emotional, mental and or learning disabling conditions:

(A) Mental retardation
(B) Learning disabilities
(C) Cleft palate
(D) Hearing impairment
(E) Visual impairment
(F) Orthopedically handicapped
(G) Emotionally disturbed
(H) Autistic
(I) Aphasic
(J) Additional medical or phychological conditions under a physician's care.

IV. Parameters (types) of Speech Disorders

(A) Articulation discorders

1. Substitution of sounds (wabbit for rabbit or fumb for thumb)
2. Distortion of sounds (slurred speech or unintelligible speech)
3. Addition of sounds (stay for say)

4. Omission of sounds (poon for spoon)
5. Combinations of the above, which are known as multiple errors.

(B) Language disorders

A language impaired child displays the inability to relate either expressively or receptively, basic communication skills commensurate with their chronological age. A child must be deficient in his native language to be classified as language impaired.

(C) Non-Fluency (Stuttering)

Non-rhythmic speech characterized by:

1. Sound repetitions
2. Prolongations
3. Hesitations
4. Interjections
5. Unvocalized intervals

(D) Voice disorders are characterized by deviations in pitch, resonance and quality.

1. Pitch breaks
   (a) high
   (b) low
2. resonance
   (a) hypernasality (nasal)
   (b) hyponasality (de-nasal)
3. quality
   (a) breathiness
   (b) harshness
   (c) hoarseness
4. vocal abuse
   (a) nodules
   (b) polyps
   (c) additional medical conditions under a physician's care.

(E) Auditory Processing

Inability to function effectively within the auditory mode even though hearing ability is within normal limits.

1. Auditory discrimination
   (a) distinguishes environmental sounds
   (b) distinguishes speech sounds

2. Auditory memory
   (a) inability to sequence
   (b) inability to recall
   (c) inability to follow directions

V. Speech Therapy as a Related or Instructional Unit

The speech therapist is active as a consultant to classroom teachers, serves as a remedical-teacher, and functions as an integral part of the diagnostic team.

MAINSTREAMING THE EMOTIONALLY DISTURBED

I. State Definition of Emotionally Disturbed

(A) Emotionally disturbed students are students whose emotional condition is medically and/or psychologically determined to be such that they cannot be adequately or safely educated in the regular classes of the public schools without the provision of special services. This category includes students who are autistic or schizophrenic.

II. Eligibility Criteria

(A) A student who is emotionally disturbed is one who has been evaluated by a licensed and/or certified psychologist, a psychiatrist, or an associate psychologist under the direct supervision of a licensed and/or certified psychologist who determines that the student exhibits one or more of the following characteristics over a period of time and to a degree which adversely affects educational performances:

1. an inability to learn which cannot be explained by other defined handicapping conditions;

2. an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

3. inappropriate types of behavior or feelings under normal circumstances;

4. a general pervasive mood of unhappiness under normal circumstances; or

5. a tendency to develop physical symptoms or fears associated with personal or school problems.

(B) Reference

Public Law 94-142 Regulations, Section 121a. 5(8)

The report of individual assessment from the evaluating professional must specify (1) the type and severity of the emotional disturbance, (2) the functional implications of the disability for situations involving instruction, (3) the degree to which in-school and out-of-school behavior reflects symptoms consistent with the diagnosis, and (4) recommendations for behavioral management in the educational setting.

III. Some Types

(A) Immature

1. Characteristics
   a. "clinging vine"
   b. demanding
   c. parallel play
   d. tantrum activity

(B) Neurotic

1. Characteristics
   a. compliant
   b. overly-sensitive
   c. "loners"
   d. guilt-ridden

(C) Sociopathic

1. Characteristics
   a. manipulative
   b. anti-social
   c. irresponsible
   d. explosive

IV. How the Regular Classroom Teacher Can Help

(A) Puppetry
(B) Play Therapy
(C) Modeling
(D) Behavior Modification

MAINSTREAMING THE MENTALLY HANDICAPPED
AND LANGUAGE/LEARNING DISABLED

I. State Definition of Mentally Handicapped

(A) Mentally retarded students are students whose mental capacity is such that they cannot be adequately educated in the regular classes of the public schools without the provision of special services.

II. Eligibility Criteria

(A) Mental Retardation

A student who is mentally retarded is one who has been determined by a licensed and/or certified psychologist or an associate psychologist or an educational diagnostician to be functioning more than two standard deviations below the mean on individually administered scales of verbal ability, performance or nonverbal ability, and adaptive behavior. The adaptive behavior of students ages 12 through 21 may be assessed informally according to procedures described in the section on the intelligence assessment. The report of individual assessment from the professional must specify the degree of mental retardation. This report may include a description of the functional implications of the handicapping condition for the educational process.

III. State Definition of Language and/or Learning Disability

(A) Language and/or learning disabled students are students so deficient in the acquisition of language and/or learning skills including but not limited to the ability to reason, think, speak, read, write, spell, or to make mathematical calculations, as identified by educational and/or psychological and/or medical diagnoses that they must be provided special services for educational progress. The term "language and/or learning disabled" shall also, apply to students diagnosed as having specific developmental dyslexia and may include students who are diagnosed as being minimally brain injured.

IV. Eligibility Criteria

(A) A student who is language and/or learning disabled is one who has been determined by a multidisciplinary team not to be achieving commensurate with his/her age and ability levels. The lack of achievement is found when the student is provided with learning experiences appropriate for his/her age and ability levels in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, or

mathematics reasoning. The term does not include students whose severe discrepancy between ability and achievement is primarily the result of: a visual, hearing, or orthopedic handicap; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.

V. Some Prevalent Characteristics

(A) Very active increased motor activities
(B) Poor gross motor coordination
(C) Poor fine motor coordination (cutting, writing)
(D) Short attention span
(E) Cognitive difficulties
(F) Orientation in space (things they draw may be turned sideways)
(G) Tends to perseverate (starts on "O's" may make entire page "O's")
(H) May have speech problems due to auditory discrimination and auditory memory
(I) May have visual memory problem
(J) Exhibits various emotional problems
    1. Poor impulse control
    2. Destructive
    3. Always in a bad humor
    4. Family problems

VI. How to Help the Learning Disabled Child

(A) Short term task
(B) Specific objectives
(C) Positive reinforcement
(D) Immediate feedback
(E) Shaping
(F) Prompting
(G) Problem solving approach

MAINSTREAMING THE ORTHOPEDICALLY HANDICAPPED AND OTHER HEALTH IMPAIRED

I. State Definition of Orthopedically Handicapped

(A) Orthopedically handicapped students are those who have a severe orthopedic impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly and impairments caused by disease.

II. State Definition Other Health Impaired Students

(A) Other health impaired students are those with limited strength, vitality, or alertness, due to chronic or acute health problems, which adversely affect educational performance.

III. Eligibility Criteria

(A) Orthopedic Handicap

A student who is orthopedically handicapped is one who has been determined by a licensed physician to have a severe orthopedic impairment which adversely affects educational performance. The report of individual assessment from the physician must specify the type and severity of the impairment. The report may include a description of the functional implications of the handicapping condition for the educational process.

(B) Other Health Impairment

A student with a health impairment is one who has been determined by a licensed physician to have limited strength, vitality, or alertness, due to chronic or acute health problems which adversely affect educational performance. The report of individual assessment from the physician must specify the type and severity of the impairment. The report may include a description of the functional implications of the handicapping condition for the educational process.

IV. Nature of Some-Physical Impairments

(A) Allergies
(B) Asthma
(C) Arthritis
(D) Amputation
(E) Diabetes
(F) Epilepsy
(G) Cerebral Palsy
(H) Spinal Bifida
(I) Muscular Dystrophy
(J) Heart, lung, kidney conditions
(K) Polio

V. Educational Application Concerning the Handicapping Conditions

(A) Teacher should become informed of the characteristics of each condition and treat according to learner's special need

VI. Special Considerations

(A) Positive attitude
(B) Informed observer
(C) Individualized instruction
(D) Awareness of community resources - El Paso Rehabilitation Center, Shriners, Texas Crippled Children Association, Department of Human Resources, Social Security Office....

(E) Awareness of special equipment - Hogg Foundation
(F) Training of the regular students in the life of a handicapped learner.
1. Simulations Activities
2. Use of equipment for handicapped
3. Discussions with disabled individuals
4. Awareness - movies, tapes, slides, etc.

(G) Adaptation of facilities

MAINSTREAMING THE VISUALLY IMPAIRED CHILD

I. State Definition of Visually Handicapped

(A) Visually handicapped students are those who either have no vision or whose visual impairments after correction result in educational handicaps requiring special provisions for maximal educational achievement. The term visually handicapped includes blind, deaf-blind, and other students with visual handicaps.

(B) Deaf-blind students are those whose hearing and vision, after all necessary medical treatment and use of hearing and optical aids, remain legally nonfunctional or otherwise result in serious educational handicaps requiring special provisions for maximal educational achievement.

(C) Totally blind and nonspeaking students are those having such defects of vision and speech that in the determination of the State Board of Education they may not be cared for, treated, or educated in the manner provided elsewhere for the blind or nonspeaking.

II. Eligibility Criteria

(A) Visual Handicap

A student who is visually handicapped is one who has been determined by a licensed eye specialist either to have no vision or to have a serious visual loss after correction. The report of individual assessment from the eye specialist must specify the type and severity of impairment. For students having residual vision, a functional vision evaluation performed by an educator of the visually handicapped or other specialist in functional low vision assessment will be required. The functional vision report must include a description of the functional implications of the handicapping condition for the education process.

III. Nature of Visual Impairments

(A) Types of visual loss

1. Visual acuity may be reduced

2. The field of vision may be restricted

3. Color vision may be defective

(B) How visual acuity is measured

1. Visual acuity is expressed by two numbers - 20/20 meaning

the child can see twenty foot size letters at twenty feet away. If he can only see seventy foot letters his visual acuity would be 20/70.

2. A legally blind child has 20/200 or less in better eye after correction.

IV. Symptoms that Indicate a Visual Problem

(A) Observable signs:
1. Red eyelids
2. Crusts on lids among the lashes
3. Recurring styes or swollen lids
4. Watery eyes or discharges
5. Reddened eyes
6. Crossed eyes
7. Pupils of uneven size
8. Eyes that move excessively
9. Drooping eyelids

(B) Visual behaviors:
1. Rubs eyes excessively
2. Shuts or covers one eye; tilts head or thrusts head forward
3. Sensitivity to light
4. Difficulty with reading or other close work
5. Squinting, blinking, frowning, facial distortions
6. Holds reading material to close or too far, or frequently changes
7. Complains of pain or aches in eyes, headaches, dizziness, or nausea following close work
8. Difficulty in seeing distant objects
9. Tendency to reverse letters
10. Tendency to confuse letters of similar shape
11. Tendency to lose place in sentence or page
12. Poor spacing in writing and difficulty in "staying on the line"

V. Before Mainstreaming the Child Should Be Able To:
(A) Move about easily with a fair sense of direction.
(B) Orient himself to new people and places without too much difficulty.
(C) Leave home without becoming unduly upset.
(D) Take new experiences in stride, and show a certain amount of flexibility or adaptability.
(E) Express himself or herself reasonably clear.
(F) Feel comfortable about going to school, and look forward to it most of the time.

(If they do not meet most of these standards, they may not be ready for mainstreaming. Additional help in certain areas may be needed or extra time to develop.)

VI. How the Regular Classroom Teacher Can Help

(A) Attitudes

Some "Do's" are:
Do treat the visually impaired child naturally, as you

would any other child
Do plan activities with him, not for him.
Do allow the child to have some free, unstructured time to use as he likes.
Do expect the child to meet reasonable standards of performance and behavior, as any child in the class.

Some "Dont's" are:
Don't avoid using words as see, look, and blind. He will feel comfortable with them and will probably use them in conversation.
Don't fuss over his accomplishments.
Don't pity the child or feel special arrangements must be made for everything.
Don't tolerate unacceptable behavior.
Don't feel that all of his difficulties and needs are due to the visual loss.

(B) Social Growth

Facilitate independence and cooperation among students; classmates help him move around at first, later he should be able to travel independently.
Friendly interaction with sighted children can help him overcome isolation. Value his contributions to enhance independence and self-confidence.

(C) Mobility

1. Travel completely on their own
2. Must need to depend on a sighted person as a guide part of the time
3. The long cane
4. Guide dog

(D) Special Considerations for the Partially Sighted

1. Desk or working area must be well lighted
2. Desk should have an adjustable top
3. Special writing paper - dull finish with wide green lines
4. Felt or nylon-tipped markers, black ball point pens, and thick pencils with soft leads.
5. Working at chalkboard with thick, soft, white chalk, green chalkboard
6. Teach manuscript first
7. Typewriters with large clear type are helpful for preparing written assignments
8. Bookmark above line being read, or a slot in a dark paper exposing a line or two at a time
9. Don't worry when he gets too close to his paper.
10. Many large print books are available
11. Low vision aids as: special glasses, magnifiers, binoculars, and telescopes
12. Tape recordings and record players adapted for blind are available

(E) Arrangements for Classroom Safety and Practical Reasons:

1. First orient the child to his surroundings.
2. Try to keep the area free of dangerous obstacles.
3. Keep doors fully open or closed.
4. Don't enter or leave a room without telling the visually impaired child.
5. Change things around from time to time, but let him become familiar with any new arrangements.
6. Have a table or area with displays and materials for the children to manipulate and explore on their own.
7. If daily responsibilities are assigned, always include the visually impaired child.
8. Familiarize the child with fire bells and drill procedures. Pair him up with a buddy and practice leaving the room quickly

VII. Areas of Curriculum

(A) Reading: Emphasize thinking, oral reading, listen to records or tapes.
(B) Math: Stress reasoning and concrete materials, abacus, money, accuracy more important than speed.
(C) Social Studies: raised drawings, diagrams, maps, field trips
(C) Science: tactual in nature, have sighted partner in lab experiments, plants and pets, trips to museums, weather stations, planetariums, models of the human body or solar system
(D) Music: Many enjoy music: chorus, band, orchestra, dancing
(E) Physical Education: Motor skills develops, wrestling and track, audible baseballs
(F) Listening skills

VIII. A wide variety of educational, vocational, financial, and related services are available to visually impaired children, their families, and their teachers. Contact the state's Office of Services for the Blind or State School for the Blind for information about resources in this area, also Texas State Commission for the Blind and the local Social Security Office.

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ADDITIONAL CONSIDERATIONS

Pages 21 through 26 have been deleted due to inclusion of copyrighted material.

Please refer to Learning, October, 1978, The Magazine for Creative Teaching for the three following articles:

Orienting the Blind Student, by Myrna K. Olson

There's a Deaf Child in My Class, by Barry R. Culhane and Richard Curwin

What Not To Do for the Hearing Impaired Child, by Bruce F. Godsave

PREPARING NON HANDICAPPED STUDENTS

FOR A HANDICAPPED CLASSMATE

Since the enactment of P.L. 94-142 many teachers have been thinking about ways to prepare non handicapped children for a handicapped classmate and ways to include and provide for a handicapped child in the regular class.

The following classroom tested suggestions are only a beginning step in the effort made by teachers to mainstream handicapped children and to prepare and instruct the "normal" child:

Text deleted due to possible copyright infringement.
Please see citations below for original material.

For additional ideas see: "Preparing Children for a Handicapped Classmate," Elizabeth J. Pieper, Instructor, Vol. 84, no. 1, August/ September, 1974.

For basic sign language see: A Basic Course in Manual Communication published by Communicative Skills Program, The National Association for the Deaf, 814 Thayer Avenue, Silver Spring, MD, 20910, 1973.

For more ideas see: Please Know Me As I Am, Margaret Cleary, Exceptional Parent Bookstore, Room 708, Statler Office Building, Boston, MA. 02116.

Visits and Discussions by Handicapped Adults - It is important that children meet and talk with disabled adults and, following a variety of simulated experiences as well as experiences with aids and appliances, invite disabled adults to talk with your class. Contact local chapters of organizations such as United Cerebral Palsy, Easter Seals, National Foundation for the Blind, National Association for the Deaf, The Association for Retarded Citizens or the Coalition of Disabled Citizens and request guidance in finding a speaker who is comfortable with the age group of children you teach. Suggest speakers talk about their families, childhoods, jobs, hobbies, and school experiences. Permit children to ask questions--and they want to know everything. "How did you realize you were blind?" "Don't you get mad that you're handicapped? How do you take a bath?

Remember that for many children it is the first time they have encountered a person with a disability. With proper preparation, it can be a dynamic learning experience for them.

Pamphlets and Printed Material often are available from the many organizations that serve the handicapped. Call or write to them and ask for multiple copies. These can be used to supplement the simulation activities and classroom visits. And often the children will take the pamphlets and booklets home to share with parents and friends.

Films - Film producers are beginning to include the understanding of handicapped individuals as topics for many films. One company, the Learning Corporation of America, 1350 Avenue of the Americas, New York, N.Y., 10019, has added films on this topic. Some of these are, "Larry," "Philip and the White Colt," "The Skating Rink," and "That's My Name, Don't Wear It Out."

Also, commercial films such as Journey From Darkness, the story of a medical student who is blind and The Other Side of The Mountain, the story of Jill Kinmont's skiing accident and her rehabilitation as a paraplegic are appropriate for older children and are often available at a reduced rate.

Scrap Book - Older children can be encouraged to keep a scrap book of pictures and articles from newspapers and magazines which feature handicapped people. The scrap book can be a part of a classroom library and can be used to initiate experience stories about handicapped people. In addition, the articles themselves can be used to initiate discussions about the ways the media describe and portray handicapped people. In one classroom this activity prompted children to bring in photos of handicapped family members and friends and fostered a new sense of family pride for the skill of the disabled family member.

Pen Pals - A visit to a school for physically handicapped children, or deaf or blind children and a discussion with the teachers there will help you find pen pals for your students. Children can exchange stories, pictures, etc., and one teacher whose students corresponded with children in a school for the physically handicapped shared "video letters" with them. The children took polaroid pictures of their school activities and, as a class, corresponded regularly with the handicapped students.

Exchange Students - Following a relationship based on letters, one fourth grade teacher and a teacher from a local school for the deaf arranged an "exchange student" program. After the fourth graders learned some basic sign language, three students from each class visited each other's school on a regular basis. It was a real thrill for the children to meet each other after their three months of letter writing. "We conducted our school day on a regular basis and the children fit right in," reports the fourth grade teacher. "The entire experience was so positive that some of my students maintained contact with the handicapped children throughout summer vacation."

Teachers can arrange an exchange program for special events, such as plays or assemblies or for special study units. A teacher of a sixth grade and a teacher at a school for the physically handicapped coordinated a history unit and exchanged students throughout the lessons. They planned two joint field trips and report that the special education office in their district was very cooperative and helpful in the venture.

"The Kids On The Block," the handicapped puppets used in some of these workshops, are designed to depict handicapping conditions and the relationships that can develop between disabled and non disabled children. The puppets portray handicapped children; Mark is cerebral palsied, Renaldo is blind, Mandy is deaf, Ellen Jane is retarded, and Melody and Brenda are non disabled children. The puppets show non disabled children not only what it's like to be handicapped, but they teach them about the skill necessary for a handicapped child to function in our society. When working with creative dramatics, teachers can use puppets, tape recorders, drama, etc., to enhance the experience. The reading list of children's literature on the

handicapped can provide sources for teachers for dramatic material. One teacher used photos of handicapped adults and conducted a modified "Glasser Circle" with them. The children, through the photos, took turns finishing and sharing the following sentences:

One thing I do well is ...
One thing I have trouble with...
I get sad when...
I am happy when...
I'm lonely when...
I feel like making a friend when...
I like people when...
One thing I can do that most people think I can't do is...

PTA Presentations - Often parents oppose the inclusion of handicapped children in regular classes because they are unaware of the strengths of handicapped children or the positive relationships that develop between handicapped and normal children--often to the personal enhancement and learning of both. When teachers have had a successful experience in preparing children for a handicapped classmate, a PTA program is a logical way to share the success with parents. Older children can demonstrate simulated handicapped experiences and involve parents in a few simple simulations. If an exchange program has been successful, both handicapped and non handicapped students can share their combined work with the PTA gathering. And handicapped adults can become a part of an adult presentation on the new laws.

Reading Corner - Books for children which describe handicapped children and adults are becoming more plentiful. Stock your reading corner with appropriate material to supplement your curricumlum ideas on the handicapped.

The following books are a small sample of what is available. Check the Children's Department of your local library. Many more books are being published and teachers must take care to eliminate those books which portray handicapped children in a super human, or a patronizing manner.

CHILDREN'S BOOKS

Teaching non handicapped children about their handicapped peers

Deaf

Baker, Margaret J., The Sand Bird, New York, Thomas Nelson, 1973 (grades 3-5)

Charlip, Remy and Mary Beth Miller, Handtalk: An ABC of Finger Spelling and Sign Language, New York, Parent's Magazine Press, 1974 (grades 3-6)

Corbett, Scott, Dead Before Docking, Boston, Little Brown and Co., 1972 (grades 4-6)

Cocoran, Barbara, A Dance to Still Music, New York, Atheneum Publishers, 1972 (grades 5-7)

Levine, Edna S., Lisa and Her Soundless World, New York, Behavioral Publications, 1974 (grades 1-3)

Physical Handicap

Andrew, Prudence, Mister O'Brien, Nelson, 1973 (grades 6-8)

Henry, Marguerite, Mustang, Wild Spirit of the West, Chicago, Rand McNally and Co., 1966 (grades 6-9)

Little,Jean, Mine for Keeps, Boston, Little, Brown, and Co., 1962

Neufeld, John, Touching, New York, S. G. Phillips, Inc., 1970 (grades 4-6)

Hunt, Irene, The Lottery Rose, New York, Charles Scribner's Sons, 1976 (grades 5-9)

Little, Jean, Take Wing, Boston, Little, Brown, and Co., 1968 (grades 4-6)

Reynolds, Pamela, Different Kind of Sister, New York, Lothrop Lee and Shepard, 1968 (grades 4-6)

Rinkoff, Barbara, Watchers, New York, Alfred A. Knopf, 1972 (grades 4-6)

Sach, Marilyn, Amy and Laura, New York, Doubleday and Co., 1970 (grades 4-6)

Savitz, Harriet May, Fly, Wheels, Fly! New York, John Day, 1970 (grades 7-8)

Stein, Sara Bonnet, About Handicaps: An Open Family Book for Parents and Children Together, New York, Walker and Co., 1974 (preschool-4)

Wolf, Bernard, Don't Feel Sorry for Paul, New York, J. B. Lippincott, 1974 (grades 3-6)

Mental Illness and Emotional Disturbances

Ellis, Ella Thorp, Celebrate the Morning, New York, Atheneum, 1972 (grades 7-8)

Green, Hannah, I Never Promised You a Rose Garden, New York, Holt, Rhinehart and Winston, 1964 (Young adult)

Neufeld, John, Lisa, Bright and Dark, New York, S. G. Phillips, 1969 (grades 7-8)

Parker, Richard, He Is Your Brother, New York, Nelson Publishers, 1976 (grades 4-7)

Mental Retardation

Brown, Roy, Escape the River, New York, Seabury Press, 1970 (grades 5-8)

Byars, Betsy, The Summer of the Swans, New York, Viking Press, 1970 (7-young adult)

Carpelan, Bo, Bow Island, New York, Belavorte Press, 1971 (grades 6-9)

Cleaver, Vera and Bill Cleaver, Me Too, New York, J. B. Lippincott, 1973 (grades 6-9)

Hunt, Irene, The Lottery Rose, New York, Charles Scribner's Sons, 1976 (grades 5-9)

Little, Jean, Take Wing, Boston, Little, Brown and Co., 1968 (grades 4-6)

Reynolds, Pamela, Different Kind of Sister, New York, Lothrop, Lee and Shepard, 1968 (grades 4-6)

Wrightson, Patricia, A Racecourse for Andy, New York, Harcourt, Brace and Jovanovich, 1968 (grades 4-6)

Learning Disabilities

Fassler, Joan, One Little Girl, New York, Behavioral Publications, 1971

Hunter, Edith, Sue Ellen, Boston, Houghton, Mifflin Co., 1969 (grades 3-7)

Lasker, Joe, He's My Brother, Chicago, Albert Whitman, 1974 (grades 4-6)

Walker, Pamela, Twyla, Englewood Cliffs, N.J., Prentice-Hall, 1973 (young adult)

Blind

Boston, Lucy M., The Treasure of Green Knowe, New York, Harcourt, Brace and World, 1958, 185 p (grades 4-6)

Micklish, Rita, Sugar Bee, New York, Delacorte Press, 1972 (grades 4-6)

Meeting the Mainstreaming Challenge with Barbara Aiello, Learning Institute, Palo Alto, CA 94301

BOOKS CAN INTRODUCE YOUR CLASS TO THE MAINSTREAMED CHILD

by Rosemary W. Putnam

Escape the River by Roy Brown. From Seabury Press, Inc., 815 Second Ave., New York, NY 10017. Cost: $6.95. A 12-year-old boy is upset when he learns that he is adopted. He takes his retarded brother away from home on a boat in this adventure story. (Grades 5-6.)

The Summer of the Swans by Betsy Byars. From Viking Press, 625 Madison Ave., New York, NY 10022. Cost: $5.95. Also from Avon Books, 959 Eighth Ave., New York, NY 10019. Cost: $1.25 (paperback). This book focuses on an adolescent girl and her fourteenth summer. She is moody, unpredictable and does not understand herself. The central episode revolves around her mentally retarded younger brother, who is mute. (Grades 6-8.)

Bow Island by Bo Carpelan. From Delacorte Press, 1 Dag Hammarskjold Plaza, New York, NY 10017. Cost: $4.95. This is a first-person story of a 12-year-old boy who spends his summers in a fishing village. There he meets a retarded youth who lives with his mother and is completely at home in the natural world. The narrator learns to cope with cruelty as he befriends the lad and protects him from the teasing of the other children. (Grades 7-8.)

Joyride by Betty Cavanna. From William Morrow & Company, Inc., 105 Madison Ave., New York, NY 10016. Cost: $6.95. This story about a high school girl lame from polio is set in a small town in the 1920's. She learns that she can compete on equal terms with her peers. (Grades 7-8.)

Handtalk: An ABC of Finger Spelling and Sign Language by Remy Charlip, Mary Beth, and George Ancona. From Parents' Magazine Press, 52 Vanderbilt Ave., New York, NY 10017. Cost: $5.95. This book contains brightly colored photos of actors using sign language and finger spelling to illustrate the alphabet and simple words. (Grades 3-8.)

Burnish Me Bright by Julia Cunningham. From Pantheon Books, Inc., 201 E. 50th St., New York, NY 10022. Cost: $4.99. In a story set in medieval times, a mute boy becomes a mime with the help of a dying mime. (Grades 3-6.)

Far in the Day by Julia Cunningham. From Pantheon Books, Inc., 201 E. 50th St., New York, NY 10022. Cost: $4.99. The mute boy of Burnish Me Bright joins a small circus. (Grades 3-6.)

Books Can Introduce Your Class to the Mainstreamed Child

Howie Helps Himself by Joan Fassler. From Albert Whitman and Company, 560 W. Lake St., Chicago, IL 60606. Cost: $4.75. A boy confined to a wheelchair by cerebral palsy is shown enjoying his family and school life. He finally achieves his great desire, which is to be able to push his own wheelchair. (Grades 1-4.)

Follow My Leader by James B. Garfield. From Viking Press, 625 Madison Ave., New York, NY 10022. Cost: $5.95. An 11-year-old boy is accidentally blinded by firecrackers. This is the story of how he adjusts, learns to use a guide dog and becomes a Boy Scout. (Grades 4-8.)

Child of the Silent Night: The Story of Laura Bridgman by Edith F. Hunter. From Houghton Mifflin Company, 1 Beacon St., Boston, MA 02107. Cost: $6.95. Also from Dell Publishing Company, Inc., 1 Dag Hammarskjold Plaza, New York, NY 10017. Cost: $1.25 (paperback). Laura Bridgman was born in 1829 and became a deaf-blind mute at the age of two as the result of scarlet fever. This is the story of her life at home and what she accomplished at school. (Grades 3-5.)

Apartment Three by Ezra J. Keats. From Macmillan, Inc., 866 Third Ave., New York, NY 10022. Cost: $6.95. Two small boys trace the source of harmonica music in their apartment building to the apartment of a blind man. The story is a good introduction to blindness and the things the blind musician is able to perceive. (Grades K-3).

Lisa and Her Soundless World by Edna Levine. From Human Sciences Press, 72 Fifth Ave., New York, NY 10011. Cost: $6.95. Lisa is a little girl whom no one will play with because she does not hear or talk. A doctor diagnoses her deafness, and she is fitted with a hearing aid. There are good explanations of lip-reading and throat vibrations, as well as of signing and finger spelling. (Grades 2-5.)

Mine for Keeps by Jean Little. From Little, Brown and Company, 34 Beacon St., Boston, MA 02106. Cost: $5.95. A girl with cerebral palsy makes the transition from staying in a home for physically handicapped children to living with her own family. Gradually her family accepts her for what she is and what she can do. Training a new puppy enables her to interact with other children on an equal basis. (Grades 3-6.)

Take Wings by Jean Little. From Little, Brown and Company, 34 Beacon St., Boston, MA 02106. Cost: $6.95. This is the story of a girl who takes care of a mentally retarded younger brother. It shows what family love and courage can do to help someone who is different. (Grades 3-6.)

The Purple Mouse by Elisabeth MacIntyre. From Thomas Nelson, Inc., 405 Seventh Ave. South, Nashville, TN 37203. Cost $5.95 The protagonist is a teenage girl who wears a hearing aid. She goes to art school, gets a part-time job and discovers that she has art talent and a good sense of color. This is one of the relatively few books about handicaps told in the first person by the handicapped child. (Grades 6-8.)

Annie Sullivan by Mary Malone. From G. P. Putnam's Sons, 200 Madison Ave., New York, NY 10016. Cost: $4.96. (A See and Read Beginning to Read Biography.) The story is a very basic introduction to Annie Sullivan and Helen Keller. (Grades 1-3.)

Listen for the Fig Tree by Sharon B. Mathis. From Viking Press, 625 Madison Ave., New York, NY 10022. Cost: $6.50. Also from Avon Books, 959 Eighth Ave., New York, NY 10019. Cost: $1.25 (paperback). In a tale centered around Christmas and the African celebration Kwanza, a blind black teenager who has learned to cope with her handicap helps her mother deal with the murder of her husband. (Grades 7-8.)

Special People by Arnold Sackmary and Roger Zeeman. From New Jersey Association for Children with Learning Disabilities, P.O. Box 249, Convent Station, NJ 07961. Cost: $1.25 (includes postage and handling). This 23-page illustrated pamphlet is about various kinds of "special" children. (Grades 3-4.)

Fly, Wheels, Fly by Harriet M. Savitz. From Harper & Row, Publishers, Inc., 10 E. 53rd St., New York, NY 10022. Cost: $5.95. The story is about two paralyzed boys who join a group of paraplegics training to enter the Paralympics in Israel. (Grades 6-8).

On the Move by Harriet M. Savitz. From Harper & Row, Publishers, Inc., 10 E. 53rd St., New York, NY 10022. Cost: $5.95. The story concerns a rehabilitation center for young paraplegics. (Grades 6-8.)

Kelly's Creek by Doris B. Smith. From Thomas Y. Crowell Company, Inc., 10 E. 53rd St., New York, NY 10022. Cost: $6.95. This is the story of a learning disabled nine-year-old boy who is misunderstood by his parents, classmates and teachers. (Grades 8 and up.)

Your Handicap: Don't Let It Handicap You by Sarah Splaver. From Julian Messner, 1230 Avenue of the Americas, New York, NY 10020. Cost: $7.29. For the handicapped child this book offers encouragement, role models, a positive path from disabilities to abilities, and career and college information. Handicapped and nonhandicapped children alike can benefit from the discussions of blindness, deafness, orthopedic problems and appliances, diabetes and epilepsy. (Grades 6-8.)

About Handicaps by Sara B. Stein. From Walker and Company, 720 Fifth Ave., New York, NY 10019. Cost: $6.95. This beautiful Open Family Book, illustrated with striking photographs, is about Joe, a boy with cerebral palsy, and his friend Matthew. Matthew is afraid he will become like Joe, but Matthew's father is able to help him deal with these fears. (Grades K-4.)

The Witch's Brat by Rosemary Sutcliff. From Henry Z. Walck, Inc., 750 Third Ave., New York, NY 10017. Cost: $6.50. This stirring novel is about a crippled boy who becomes a healer and helps others in 12th-century England. (Grades 7-8.)

Whales to See the by Glendon Swarthout, From Doubleday and Company, Inc., 245 Park Ave., New York, NY 10017. Cost: $5.95. A class of learning disabled teenagers in California plans a boat excursion to see migrating whales. For the sake of economy, a group of regular students joins them on the trip. The book, a good portrayal of children with learning disabilities and the kinds of problems (social and, to a lesser extent, academic) they face daily, has an unsettling ending: what seems to be acceptance on the part of the normal students turns out to be false. (Grades 5-8.)

Ben and Annie by Joan Tate. From Doubleday and Company, Inc., 245 Part Ave., New York, NY 10017. Cost: $3.95. An 11-year-old boy befriends a 13-year-old girl who lives in his building and who is confined to a wheelchair. He talks to her on an intercom, plays games with her and takes her shopping. One day, he and some friends roll her wheelchair down a hill, and her parents forbid him to play with her. Once more she is doomed to a life of isolation. (Grades 4-8.)

The Trumpet of the Swan by E. B. White. From Harper & Row, Publishers, Inc., 10 E. 53rd St., New York, NY 10022. Cost: $4.95 and $1.95 (paperback). The story is about Louis, a trumpeter swan who is born mute. How he overcomes his handicap and goes on to lead a full life is a story of courage and love. (Grades 3-8.)

Don't Feel Sorry for Paul by Bernard Wolf. From J. B. Lippincott Company, E. Washington Sq., Philadelphia, PA 19105. Cost: $8.95. The story focuses on two weeks in the life of a six-year-old boy with congenital defects that require him to wear special shoes and a prosthesis with a hook on his right hand. (Grades K-6.)

A Racecourse for Andy by Patricia Wrightson. From Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, NY 10017. Cost: $5.95. The story concerns a slow-learning boy and his adventures with his friends. (Grades 4-6.)

Skeezer, Dog With a Mission by Elizabeth Yates. From Harvey House, Publishers, 128 W. River St., Chippewa Falls, WI 54729. Cost: $5.29. Also from Avon Books, 959 Eighth Ave., New York, NY 10019. Cost: $1.25 (paperback). Skeezer lives at University Hospital in Ann Arbor, Mich., and helps to treat the emotionally disturbed children. (Grades 5-8.)

Taken from Learning, October, 1978, The Magazine for Creative Teaching.

Some additional books that may be helpful:

The Secret Garden by Frances Burnett
Sink It, Rusty by Matthew Christopher
Me Too by Vera and Bill Cleaver
Golden Mare by Wm. Corbin
The Door in the Wall by Margaret De Angeli
Mystery of Boulder Point by Eleanor Jewett
Mine for Keeps by Jean Little
Don't Take Teddy by Somme McKinnon
The F.D.R. Story by Catherine Peare
The Helen Keller Story by Catherine Peare
Jane Addams: Little Lame Girl by Hean Wagoner

BOOK ACTIVITIES

1. Make a scrapbook of newspaper and magazine articles and pictures dealing with the unit.
2. Construct a newspaper centered around the study.
3. Keep a personal notebook or card file of the books read. Book title, author and short summary should be included.
4. Make charts, booklets, or keep a notebook of special vocabulary, remedies, etc.
5. Role play favorite parts of the book you read. (In a group or individually).
6. Present a puppet show depicting a favorite part of a book several students have read.
7. Use a flannel board to tell the book's story.
8. Present a shadow play of a favorite book.
9. Construct a TV set using a large box, 2 rollers and a large sheet of paper. Illustrate important parts of the book on the paper and roll it past the "screen" while narrating the story.
10. Make a replica of an important object or article told about in the story.
11. Make a model or diorama of a scene from the book.
12. Dress dolls to represent book characters.
13. Make a mobile of characters, objects, etc., told about in the book.
14. Make a display arts and crafts of the group read about.
15. Write to a child as a pen pal.
16. Interview a person about the book and report on it. Be prepared with thoughtful questions.
17. Put on a play about the book.
18. Prepare a short skit involving situations about a problem of the groups you have just read.
19. Pantomime some part of the book you've just read.
20. Write a play based on a book you and some of your classmates have read.

21. After you have read a story, make a picture and/or poster with crayons, chalk, cut paper and cloth.

22. Prepare cutouts of favorite characters to mount on the bulletin board called "Friends from Books."

23. Prepare book markers illustrated with a favorite part or character from a book and hand these out to the class.

24. Make a time line illustrating and describing the sequence of events in the book.

25. Illustrate your feelings about the book.

26. Make a mural with several other people who have read the same book.

27. Make puzzles based on characters in the story.

28. Using the book, find instances where the author presents both fact and opinions about people. Make a list of opinion words as opposed to fact statements.

29. Do a mock newscast or mock press conference telling the highlights of someone's life as a memorial to that person.

30. Have a debate over some relevant area in the book.

31. Compile a list of similarities and differences between your lifestyle as compared to those of some groups.

32. Write a review of a TV program or movie. Base your knowledge on what you have read.

33. Compile a list of associations, their activities, goals and beliefs.

34. Putting someone else into your shoes. Have each person trace around his foot on paper. Cut the foot out and on the foot write a biographical sketch of a person from a book. The feet will be displayed around the room.

35. Prepare a "What's My Line" program by writing descriptions of characters presented in a story or book.

36. Draw a comic strip or comic book to illustrate a favorite part of your book.

37. Write a diary depicting one day in the life of a character in a book. Be sure to include emotions, reactions as well as events.

38. Write an editorial that expresses your feelings on some topics related to various groups. Comb the papers for editorials dealing with various groups. Research old papers to see how issues have changed over the years.

39. Write to various associations to obtain information on a specific group. Possible agencies are:

    a. American National Red Cross
    b. Council of Exceptional Children
    c. Lighthouse for the Blind
    d. Easter Seal Society for Crippled Children and Adults of El Paso, Inc.
    e. Child Treatment Center of El Paso
    f. American Lung Association
    g. American Cancer Society
    h. American Heart Association
    i. El Paso Rehabilitation Center
    j. UTEP Speech and Hearing Center
    k. March of Dimes

SPECIAL EDUCATION INSERVICE - AUGUST 29 & 30, 1978
EDUCATION BUILDING - UTEP

GENERAL SESSION

Tuesday 8:30-9:30 a.m.	Tuesday 10:00 - 11:45 a.m.	Tuesday 1:15 - 3:30 p.m.	Wednesday 8:30 - 10:15 a.m.	Wednesday 10:30 - 12:15 p.m.
	316 Career Education Dr. Donn Brolin	316 Career Education Dr. Donn Brolin	316 Newspaper in the Classroom Gil Garza - NPC	316 Occupational Therapy Capt. Monte Watson
	Oral Language 313 Development in Early Childhood Dr. Trisha Ainsa	Oral Language 313 Development - K-6 Dr. Trisha Ainsa	303 Child Abuse Col. Robert Mulvey	303 Child Abuse Col. Robert Mulvey
	305 Learning Disabilities Pat Schwartz K-6	305 Learning Disabilities Pat Schwartz ECE	305 Learning Disabilities Pat Schwartz K-6	305 Emergency First Aid E.P. Fire Dept.
	308 Reading Remediation K-6 Georgie Green	308 Reading Remediation 7-12 Georgie Green	308 Reading Remediation K-6 Georgie Green	308 Reading Remediation 7-12 Georgie Green
	309 Visually Handicapped Dr.Virginia Sowell	309 Learning Disabilities Bert Kruger Smith	309 Learning Disabilities Bert Kruger Smith	309 Low Vision Dr.Natalie Barraga
	311 Behavior Management for TMR Dr.Claude Zevely	311 Behavior Management for Multihandicapped Dr.Claude Zevely	311 Behavior Management for TMR Dr.Claude Zevely	311 Behavior Management for Multihandicapped Dr. Claude Zevely
	7-12 303 Teacher-made Materials for Ortho.Handicapped Wilma J.Jacobs	K-6 303 Teacher-made Materials for Ortho.Handicapped Wilma J. Jacobs	7-12 313 Teacher-made Materials for TMR Wilma J. Jacobs	K-6 313 Teacher-made Materials for TMR Wilma J. Jacobs
	Adaptive P.E. 315 for Orthopedically Handicapped Dr.Bob Strauss	Adaptive P.E. 315 for TMR Dr. Bob Strauss	Adaptive P.E. 315 for Orthopedically Handicapped Dr.Bob Strauss	Adaptive P.E. 315 for Pre School Dr. Bob Strauss
	105 Texas State Plan Jo Ellen Simmons	105 Distar - SRA Harriett Belzer	105 Distar - SRA Harriett Belzer	105 Art ECE Mary Mutnick
	317 K-6 Math Remediation Joyce Steeves	317 7-12 Math Remediation Joyce Steeves	317 K-6 Math Remediation Joyce Steeves	317 7-12 Math Remediation Joyce Steeves
	301 Emotionally Disturbed Dr.Gary Blackburn	301 Emotionally Disturbed Dr.Gary Blackburn	Medical 301 Management Dr.Philip LoPicolo Dr. Wayne Grant Dr. Don Rathbun	Medical 301 Management Dr.Philip LoPicolo Dr. Wayne Grant Dr. Don Rathbun
	108 Severe Profound Multi-handicapped John Kregel	Orientation 108 for Teacher Aides Marie Armstrong Pat Van Arsdalen	108 Severe Profound Multi-handicapped John Kregel	Orientation 108 for Teacher Aides Marie Armstrong Pat Van Arsdalen
	203 Exhibits Richard Barrera	203 Exhibits Richard Barrera	203 Exhibits Richard Barrera	203 Exhibits Richard Barrera
	216 I.E.P. Joanne Cannon	216 I.E.P. Joanne Cannon	216 I.E.P. Joanne Cannon	216 I.E.P. Joanne Cannon
	214 Magic Circle Dr.Faye Puthoff	214 Magic Circle Dr. Faye Puthoff	214 Teaching Perceptive Skills Through Music Vivian Ferchill	214 Teaching Perceptive Skills Through Music Vivian Ferchill

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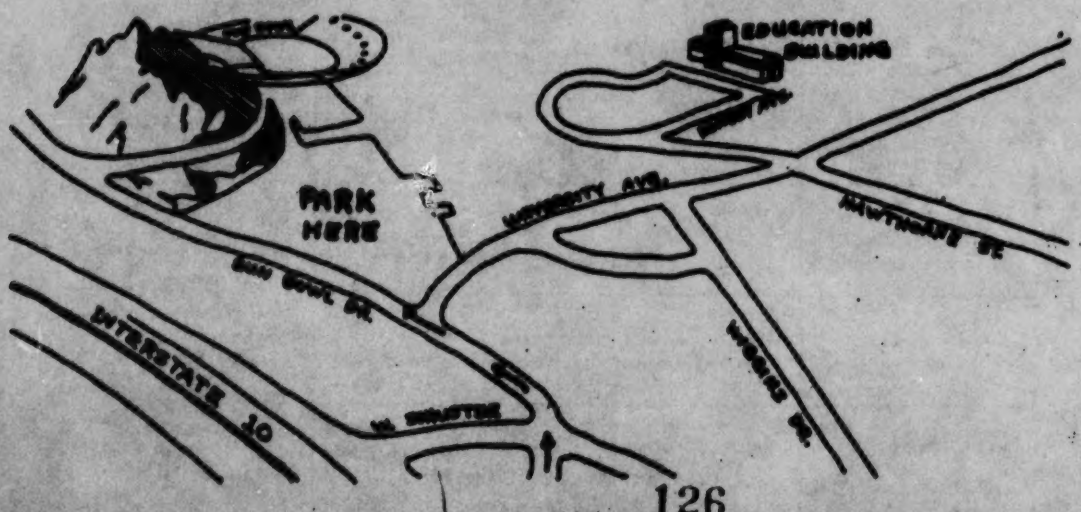


DESCRIPTION OF ASSESSMENT

1. Tests and Other Assessment Procedures

Tests and other assessment procedures must be:

- administered in the child's demonstrated dominant language or other mode of communication, unless it is clearly inappropriate or unfeasible to do so;
- validated for the specific purpose for which they are used;
- administered by appropriately trained, licensed, or certified personnel; and
- selected and administered so as to ensure that whatever factors the tests purport to measure are being measured, considering the possible effects that the student's disability may have on the results.

2. Individual Assessment Process

There are three stages in the individual assessment process, the combined results of which yield a comprehensive individual assessment:

- a determination of physical, mental, and/or emotional conditions;
- a determination of educational performance levels; and
- the identification of specific competency levels and recommended instructional and related services needed.

3. Assessment of Physical, Mental, and/or Emotional Conditions

Assessment of physical, mental, and/or emotional conditions must include a consideration of the student's functioning in at least five areas: language, physical, emotional/behavioral, sociological, and intellectual. The WISC-R is the most often used for measuring intelligence in Verbal and Performance areas. The average IQ is around 100 for all practical purposes.

The profile sheet shows the median. If the scores of the subtests hover near this gray line they are within normal range.

Assessment (continued)

If there is a great variance in subscores, this should be checked further. Regrouping of subtest scores tells a story as to strengths and weaknesses in the areas of: Spatial, Conceptual, Sequencing, Perceptual Organization, Verbal Comprehension and Freedom from Distractibility.

The WRAT (Wide Range Achievement Test) is often given for an assessment as to the level of functioning academically.

The Peabody Picture Vocabulary Test is used to assess auditory reception and word vocabulary. This test in conjunction with an articulation test helps to find strengths and weaknesses in receptive and expressive language.

Adaptive Behavior may be evaluated by using the Vineland for the young learner. This instrument gives a much better picture if documentation is recorded on comments rather than just checked. The SOMPA may be used, but this is only applicable for ages 6-11 and special training is indicated in order to administer.

The Leiter International Performance Scale is an effective test for the auditorially impaired, deaf and learners with speech and/or language problems. The test consists of matching blocks to pictures and goes from simple concepts to difficult. If the learner can attend to tasks and manipulate the materials, intelligence performance can be assessed for ages 2-18 years.

Informal assessments are an integral part of the evaluation process. Criterion referenced tests, teacher made tests and documented observations are necessary for a balanced appraisal of the learner.

WISC-R RECORD FORM

Wechsler Intelligence Scale for Children—Revised

NAME _____ AGE _____ SEX _____

ADDRESS _____

PARENT'S NAME _____

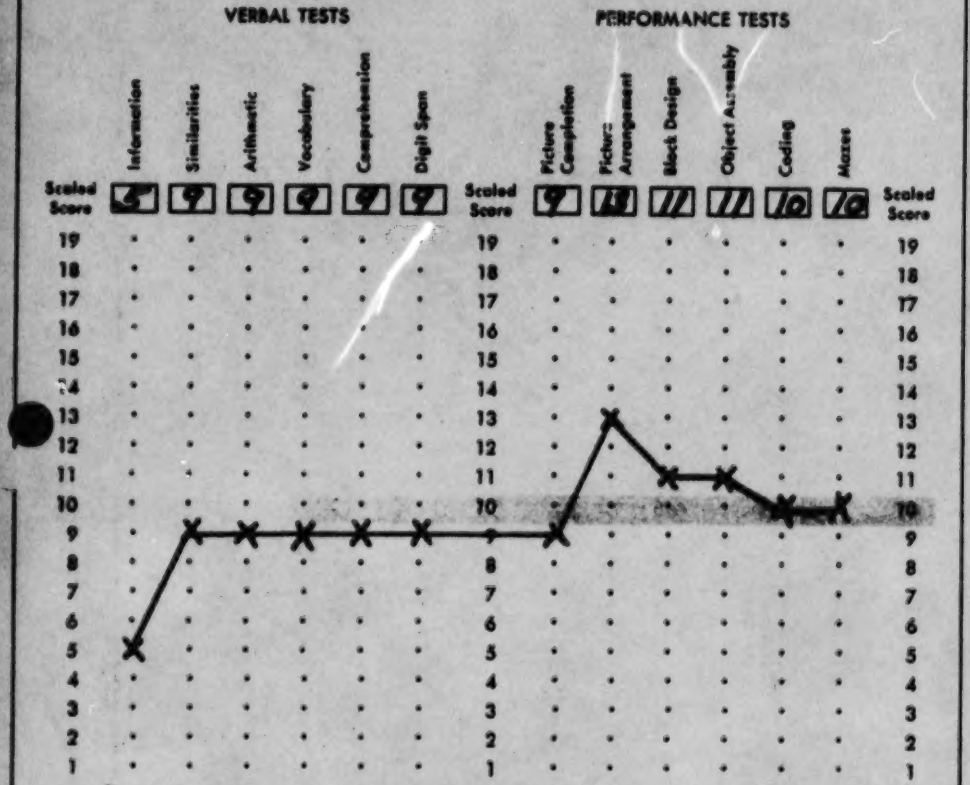
SCHOOL _____ GRADE _____

PLACE OF TESTING _____ TESTED BY _____

REFERRED BY _____

WISC-R PROFILE

Clinicians who wish to draw a profile should first transfer the child's scaled scores to the row of boxes below. Then mark an X on the dot corresponding to the scaled score for each test, and draw a line connecting the X's.*



*See Chapter 4 in the manual for a discussion of the significance of differences between scores on the tests.

	Year	Month	Day
Date Tested			
Date of Birth			
Age			

	Raw Score	Scaled Score
VERBAL TESTS		
Information	13	5
Similarities	18	9
Arithmetic	14	9
Vocabulary	41	9
Comprehension	25	9
(Digit Span)	(12)	(9)
Verbal Score		41
PERFORMANCE TESTS		
Picture Completion	21	9
Picture Arrangement	39	12
Block Design	46	11
Object Assembly	27	11
Coding	64	10
(Mazes)	(25)	(10)
Performance Score		54

	Scaled Score	IQ
Verbal Score	41	88
Performance Score	54	105
Full Scale Score	95	96

*Prorated from 4 tests, if necessary.

NOTES

Sample Copy Used for Instructional Purposes Only.

Sum Data only for IQ Computation

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The Psychological Corporation, New York, N.Y. 10017
Printed in U.S.A.
74-103A5

Sample Copy

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WECHSLER PATTERN COMBINATION USEFUL IN DIAGNOSING LEARNING PROBLEMS

Scaled Scores

Spatial	Picture Completion	9	Mean 10.33
	Block Design	11	
	Object Assembly	11	
★ Conceptual	Comprehension	9	Mean 9
	Similarities	9	
	Vocabulary	9	
Sequencing	Coding	10	Mean 10.66
	Digit Span	9	
	Picture Arrangement	13	
Perceptual Organization	Block Design	11	Mean 11
	Object Assembly	11	
Verbal ★ Comprehension	Information	5	Mean 8
	Comprehension	9	
	Similarities	9	
	Vocabulary	9	
Freedom From Distractibility	Arithmetic	9	Mean 9
	Digit Span	9	

Any pattern with a mean below the individual total mean score suggests an area of possible difficulty. DOJ

Taken from forthcoming book by Waugh and Bush, Explorations in Evaluation: Diagnosis for Remediation of Learning Disorders, Charles E. Merrill Publishing Company, Columbus, Ohio, 1970.

Peabody Picture Vocabulary Test

by Lloyd M. Dunn, Ph.D.

FORM 5

INDIVIDUAL TEST RECORD

NAME Sample (first) (initial) SEX: M F GRADE (circle) (or phone)

SCHOOL (or agency or address) TEACHER (or counselor or supervisor)

EXAMINER TIME (min.) CODE (or race or descent)

Date of testing 78 (year) 2 (month) 16 (day)

Date of birth 73 (year) 8 (month) 1 (day)

Age 4 (years) - 6 (months) - 15 (days) (4-7)

Raw score (from page 3) 83

Intelligence quotient (I.Q.) 77

Percentile score (%ile) 7

Mental age (M.A.) 3-4

OTHER TEST DATA

Names of tests	Date	CA	Score	Type of score
PPVT, Form A				

Not cooperative for me nor for parents - 'unh-uh' when he didn't want to - needed to be right before he would respond.

LANGUAGE BACKGROUND

Language of the home: (if other than standard English)

Quality of language:	☐ good for age	☐ fair for age	☐ poor for age
Quantity of speech:	☐ talkative	☐ average	☐ taciturn
Intelligibility of speech:	☐ good	☐ fair	☐ poor

REASON FOR TESTING Speech delay

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AGS

Vineland Social Maturity Scale

BY EDGAR A. DOLL, Ph.D.

NAME SAMPLE (Last / First) Sex Grade Date 78 (Year) 2 (Month) 16 (Day)

Residence School Born 73 (Year) 8 (Month) 1 (Day)

M.A. I.Q. Test Used When Age 4 (Years) - 6 (Months) - 15 (Days) = 4-7

Occupation Class Years Exp Schooling

Father's Occupation Class Years Exp Schooling

Mother's Occupation Class Years Exp Schooling

Informant Relationship Recorder

Informant's est. Mother + Father Basal Score* 26

Handicaps Speech - (definite delay) unintelligible babbles one word utterances Additional pts. 23

REMARKS: Total score 49

Age equivalent 3.8-3/0

Social quotient 84

Age Periods

Category†	Score*	Items	LA Mean
C		1. "Crows"; laughs	.25
SHG		2. Balances head	.25
SHG		3. Grasps objects within reach	.30
S		4. Reaches for familiar persons	.30
SHG		5. Rolls over	.30
SHG		6. Reaches for nearby objects	.35
O		7. Occupies self unattended	.43
SHG		8. Sits unsupported	.45
SHG		9. Pulls self upright	.55
C		10. "Talks"; imitates sounds	.55
SHE		11. Drinks from cup or glass assisted	.55
L		12. Moves about on floor	.63
SHG		13. Grasps with thumb and finger	.65
S		14. Demands personal attention	.70
SHG	+	15. Stands alone	.85
SHE	+	16. Does not drool	.90
C	+	17. Follows simple instructions	.93

† Key to categorical arrangement of items:

SHG — Self-help general C — Communication L — Locomotion
SHD — Self-help dressing SD — Self-direction O — Occupation
SHE — Self-help eating S — Socialization

* For method of scoring see "The Measurement of Social Competence."

AMERICAN GUIDANCE SERVICE, INC.
PUBLISHERS' BUILDING, CIRCLE PINES, MINNESOTA 55014

RECORD CARD
For the Leiter International Performance Scale
(1948 Revision)

Name Sample Sex Race

Date of Examination M.A. 4.3 I. Q. 93

Date of Birth C.A. 4.7 Present School Grade

Place of Birth or highest Grade completed

Time Begun Finished Time Required

TEST SUMMARY

Years	Months
II	
III	3
IV	9
V	4
VI	
VII	
VIII	
IX	
X	
XII	
XIV	
XVI	
XVIII	
TOTAL	4 -3

NOTES ON THE EXAMINATION

Father needed to encourage often would not try –

Name Sample

YEAR II
(4 tests, 3 months each)
1. Matching colors (Present one Block at a time)
2. Block design (Present one Block at a time)
3. Matching pictures (Present one Block at a time)
4. Matching circles and squares (Present one Block at a time)

YEAR III
(4 tests, 3 months each)
1. Four forms (present one block at a time)
2. Block design
3. Picture completion (demonstrate first notch)
4. Number discrimination (one of three forms; a demonstration follows each failure)

Base

YEAR IV
(4 tests, 3 months each)
1. Form and color
2. Eight forms (present one block at a time)
3. Counts four (two of three forms)
4. Form, color, number -1

YEAR V
(4 tests, 3 months each)
1. Genus
2. Two color circles (colors only correct)
3. Clothing
4. Block design (colors only)

YEAR VI
(4 tests, 3 months each)
1. Analogous progression
2. Pattern completion test (Demonstrate Form A; corrections allowed on marked notches in form A)
3. Matching on a basis of use
4. Block design

YEAR VII
(4 tests, 3 months each)
1. Reconstruction (demonstrate signs)
2. Circle series
3. Circumference series
4. Recognition of age differences

YEAR VIII
(4 tests, 3 months each)
1. Matching shades of gray
2. Form discrimination
3. Judging mass (two of three forms)
4. Series of radii

YEAR IX
(4 tests, 3 months each)
1. Dot estimation
2. Analogous designs
3. Block design (angles +)
4. Line completion (Demonstrate first notch)

YEAR X
(4 tests, 3 months each)
1. Foot print recognition
2. Block design (in 5 minutes)
Time
3. Concealed cubes (demonstrate first notch)
4. Block design (in 5 minutes)
Time

YEAR XII
(4 tests, 6 months each)
1. Block design (in 4½ minutes)
Time
2. Similarities; two things
3. Recognition of facial expressions
4. Classification of animals

YEAR XIV
(4 tests, 6 months each)
1. Concealed cubes
2. Analogous designs
3. Memory for a series
4. Form completion

YEAR XVI
(4 tests, 6 months each)
1. Code for a number series (demonstrate, using practice set and key; see manual)
2. Reversed clocks (demonstrate; see manual)
3. Dot estimation
4. Block design (in 3½ minutes)
Time

YEAR XVIII
(4 tests, 6 months each)
1. Position analogy
2. Dot estimation
3. Form completion (give practice set)
4. Concealed cubes
5. Spatial orientation
6. Concealed cubes (demonstrate first two notches)

"Uh-Uh" when didn't want to.
Parents very patient with him.

G133

ASSESSMENT

	PAGE
OBJECTIVE	2
DESCRIPTORS OF ASSESSMENT	3
NORM-REFERENCED TEST FORM SAMPLES	5
NORM-REFERENCED vs CRITERION-REFERENCED	10
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Utilization of Content

Description of Assessment pp. 3,4

The content presents an overview of norm referenced tests for the regular educator. This information should be imparted and elaborated upon by an individual trained in formal testing.

Norm-Referenced Test Form Samples pp. 5-9

The graphic representations of norm-referenced test scoring sheets are to be used in combination with explanations and demonstrations by qualified personnel. This is accomplished in group inservices or on a one-to-one basis.

Norm-Referenced vs Criterion Referenced p. 10

A lecturer may use this comparative handout at an inservice meeting to enhance the regular educators understanding of these modes of testing.

Criterion-Referenced Measures p. 13

This handout of discussion may be used as a guide for developing a criterion referenced instrument.

Informal Reading Inventory pp. 14-19

The subject matter contains information for the regular classroom teacher. The outline should be presented by a reading specialist in a group inservice. Assistance with informal scoring strategies may be furnished on a one-to-one basis.

Graded Work List pp. 20-27

The materials can be used by the regular educator as an indicator of the reading level of the learner. Remediation techniques are suggested for use with the reader. A reading specialist should familiarize participants with scoring.

Styles of Learning pp. 28-29

The process promotes group participation via a simulation activity. The group leader ties in adult modalities of learning with those of the handicapped learner.

Informal Assessments p. 30

In the activity, the facilitator illustrates to the teachers how to employ math strips in informal testing.

ASSESSMENT

OBJECTIVE

The regular education teacher will become conversant in formal testing and demonstrate expertise in informal assessment techniques applicable to a variety of handicapping conditions.

NORM-REFERENCED VS CRITERION-REFERENCED

Assessment, in its broadest sense is the process of obtaining as much information as possible from as wide a variety of sources as possible in order to provide students with an appropriate and meaningful educational program. It includes formal testing, informal testing and observation and is an evaluative, interpretative appraisal of a pupil's performance in a variety of settings.

Standardized/Normative - Referenced Tests

Norm-referenced tests compare a pupil's performance on a particular test with that of other pupils. It indicates the typical performance of a group against which all other individuals can be compared, usually expressed in percentiles, age or means. A learner may score at the 45th percentile on a given test. This indicates that the individual is above or exceeds the score of 45 percent of the group.

The standardized test has undergone empirical trial and analysis, and has established time limits, administration instructions, scoring procedures, validity, reliability measures and norms.

The norm-referenced test compares the pupil to others of his age group - not to himself. These tests are not designed with a criterion level set and do not tell the teacher how to teach for remediation, but norm-referenced tests do give a global view of a student in comparison with the norm.

CRITERION-REFERENCED TESTS

Criterion-referenced tests are diagnostic, as opposed to standardized or normative-referenced tests. As such, they are not intended to

provide a means of comparing one youngster to others his age, but instead are designed to compare a student's performance at one point in time with his performance at another point in time, the intent being to help a student achieve a "Mastery" level. Therefore, it is suggested that educators administer appropriate portions of the tests in a "pre- and post-" manner to determine an index growth. The instrument can be given immediately before instruction to assist diagnostically in the selection of appropriate teaching strategies, and immediately following instruction to determine mastery. The tests are designed to help educators identify individual skills which youngsters have learned and which need to be learned so that instructional activities can be planned more precisely. For this reason, it will rarely be necessary for educators to administer all skill areas to a student at one time. Instead, the examiner must administer only those portions which are perceived as relevant to the student's current instructional needs. In most cases a reading or arithmetic assessment will take only 10 to 15 minutes. Administration of the test is discontinued as the student experiences failure on two consecutive objectives. These facts help to eliminate student boredom and frustration in the testing situation.

The format of the criterion-referenced tests is usually designed so that the evaluator can pinpoint deficiencies in specific skill areas after only 10 or 15 minutes of testing. By analyzing the student's profile, one can easily determine the general areas of strength or weakness; and, by looking at specific subtests, one will see which skills the student has and has not learned. Also, observations can be made

during the testing session. For example, the examiner may have noticed a specific problem with b - d reversals on a letter recognition section, or he may have observed a discrepancy between the student's skills in responding to visual or auditory stimuli. In this way a criterion-referenced test can provide meaningful diagnostic data useful in planning an individualized educational program for the student, implementing an existing IEP, and evaluating the learner's progress in basic skill areas.

A Criterion Test of Basic Skills by Kerth Lundell, William Brown, Jones Evans, 1976, Academic Therapy Publications, San Rafael, California 94901

* GRADED WORD LIST

The San Diego Quick Assessment is a quick way to gauge a student's reading ability. It is a graded word list, formed by drawing words randomly from basal reader glossaries, and from the Thorndike list. Words initially were assigned levels according to these sources, with some shifting on the basis of students' responses.

The graded word list has two uses: 1) to determine a reading level; 2) to detect errors in word analysis. One can use the test information to group students for corrective practice or to select appropriate reading materials for those students.

The list is remarkably accurate when used for these purposes. During the last two years we have had students in our undergraduate reading classes give this test to children in our campus laboratory school. Following testing, we asked them to recommend appropriate reading levels for these children. In all but four cases out of more than one hundred, their recommendations coincided with those of the classroom teachers who had been working with these children for a large portion of the year.

The list, like other instruments, is not appropriate for all students. Among high school and adult groups, we find it most effective for those who have poor decoding skills. Junior high students need not be so disabled for this to be an effective instrument.

Administration

1. Type out each list of ten words on index card.
2. Begin with a card that is at least two years below the student's grade level assignment.
3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Apparatus might be recorded as a per' a tus.
5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.
6. Have the student read from increasingly difficult lists until he misses at least three words.

---

* La Pray, Margaret and Ross, Ramon. "The Graded Word List: Quick Gauge of Reading Ability." Journal of Reading (January, 1969), pp. 306-308.

Analysis

1. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

Error	Example
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
prefix	inproved for improved
suffix	improve for improved
miscellaneous	(accent, omission of syllables, etc.)

3. As with other reading tasks, teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

SAN DIEGO STATE COLLEGE - QUICK ASSESSMENT

The following is an oral screening device for the use in classrooms and clinics. A skilled clinician can in a matter of 3 minutes ascertain a reading level and can gain some knowledge of the student's word attack skills.

Each list of 10 words should be typed on an index card so that the child doesn't ever see more than 10 words at a time. Write in the words that the child substitutes.

PP	Primer	1	2
see	you	road	our
play	come	live	please
me	not	think	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

3	4	5	6
city	decided	scanty	bridge
middle	served	business	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interrupted	grim	relativity

7	8	9	10
amber	capacious	conscientious	zany
dominion	limitation	isolation	jerkin
sundry	pretext	molecule	nausea
capillary	intrigue	ritual	gratuitous
impetuous	delusion	momentous	linear
blight	immaculate	vulnerable	inept
wrest	ascent	kinship	legality
enumerate	acrid	conservatism	aspen
daunted	binocular	jaunty	amnesty
condescend	embankment	inventive	barometer

11
galore
rotunda
capitalism
prevaricate
risible
exonorate
superannuate
luxuriate
piebald
crunch

For placement purposes, if a child misses more than two words in any one list, drop back a level.

From: TEACHING CHILDREN TO BECOME INDEPENDENT READERS
by Margaret LaPray, 1972
The Center for Applied Research in Education, $5.95
521 Fifth Ave.
New York, N.Y. 10017

ERROR ANALYSIS
SAN DIEGO QUICK ASSESSMENT

NAME _____ DATE _____

Score Key:

Position Errors

(I) INITIAL - Errors in initial consonants, blends, digraphs and the first syllable of words with three or more syllables.

(M) Medial - Errors in the middle letters of a one-syllable word, or middle syllables of a word with three or more syllables.

(F) FINAL - Errors in final consonants, blends, digraphs, and last syllables of three or more syllable words.

Type of Error

1. reversal
2. consonant
3. consonant cluster
4. short vowel
5. long vowel
6. digraphs
7. prefix
8. suffix
9. root word
10. miscellaneous

Circle grade level in which all words are correctly read.

PP	Pr	1	2	3	4	5
6	7	8	9	10	11	

Optional:

Record below responses to the question, CAN YOU MAKE A SENTENCE CORRECTLY USING THIS WORD (once the instructional level is determined).

_____

Note: A teacher can make up his own graded list of words from any reading text material. From the vocabulary list of new words in the back of the book, select every word that is new to that book until ten words have been selected.

SAN DIEGO QUICK ASSESSMENT
(pre-reading levels)

RR^1

Matching level
(alike or different)

B	B
A	C
M	M
C	C
S	Q
J	J
T	T
H	H
D	L
W	M

RR^2

Reading Readiness Level
(letter names)

B
A
M
C
S
J
T
H
D
W

RR^3

Reading Readiness
("circle the letter you think this word begins with--")

D	B	A	(bird)
A	E	K	(apron)
L	F	M	(mom)
B	C	G	(car)
O	S	P	(sad)
A	B	J	(jeep)
D	G	T	(tag)
A	H	B	(house)
D	I	M	(door)
W	G	J	(wig)

DIRECTIONS: Reading Readiness -

RR^1 - Be sure the child understands what alike and different mean. Then ask if each pair of letters is alike or different.

RR^2 - "How many of these letters can you correctly name?"

RR^3 - "Circle the letter you think this word begins with--"

DIRECTIONS: Preprimer Through Level 11

"There are ten words on each card. I would like you to try every word on this card. If you think out loud, I can tell which parts of the word you already know. After the test, I will help you with the parts you don't know."

Altering Reading Levels of Materials

The readability level of materials can be altered by increasing or decreasing the reading difficulty of the material. It is not too difficult a task. Rarely is it necessary to raise the readability level since there usually is enough content area materials available for students who are reading above grade level. This paper will concentrate on the procedures used to lower readability levels.

Lowering readability levels is accomplished by changing sentence length and word difficulty as necessary. Sentence length and word difficulty are the two most important factors in influencing the readability of materials.

Of the two procedures, revising sentence structure is perhaps the easiest for altering the readability level. Frequently good materials include long sentences with many details used to express the thought or idea. Look at the following descriptive sentence.

> In general each flower consists of a floral axis upon which are borne the necessary organs of reproduction (stamen and pistil) and usually accessory organs (sepals) and petals), which may serve both to attract pollinating insects and to protect the essential organs.

When reading this sentence, the reader must process and organize many different facts:

1. Each flower consists of a floral axis.
2. The necessary organs of reproduction are borne on the floral axis.
3. The necessary organs of reproduction are stamens and pistils.
4. Sepals and petals are borne on the floral axis.
5. Sepals and petals are accessory organs.
6. Sepals and petals attract pollinating insects.
7. Sepals and petals protect the essential organs.

To lower the readability, it is necessary to introduce the facts in many sentences rather than in one long complex sentence. This aids the reader's organization of facts and usually improves comprehension because the facts are introduced in shorter doses. For example, the sentence might be written as follows:

> In general each flower consists of a floral axis. The necessary organs of reproduction, stamens and pistils, are borne upon the floral axis. The floral axis also contains sepals and petals. Sepals and petals are important because they attract pollinating insects and protect essential organs.

The second procedure for lowering readability is to decrease the number of syllables by stubstituting shorter words for longer words. A dictionary or Thesaurus is helpful when changing words in the selection. Finding

synonyms for some basic words (particularly those which are content-oriented) will not always be possible. For example, stamens and pistils do not have any easy synonyms. The emphasis in this case should be on changing sentence length rather than on vocabulary. It is important to note that some changes in vocabulary should be made whenever possible even though shortened sentences may alter the readability significatly. A combination of both procedures will usually provide a smoother flowing passage.

One important point to remember is that when altering the readability of a selection it is not essential that the word count be the same. It is more likely that the word count will either be increased or decreased when changing vocabulary and sentence length. The goal is to alter the selection so it will be read and understood by the students for whom it is intended and not to get an exact number of words.

When changing a selection to a low reading level, remember the following:

1. Look for difficult words in the selection. Usually the longer the word is, the more difficult it is for students to read. Identify those words that are multisyllabic or those words that have six or more letters.

2. Change some of the harder words to easier words. See if you can substitute synonyms for the difficult words. If so, change some of the difficult words by substituting shorter and easier words.

3. Reread the sentences to determine if you can divide some of them into two or three shorter sentences. Remember that it is easier to change readability by increasing the number of sentences and, in doing so, you present the number of thoughts in shorter doses.

4. Rewrite the selection using shorter sentences and easier words.

5. Determine the readability of the altered selection to see if you have lowered its reading level. (use a readability formula like Fry or Raygor)

Read the following selections. The first was written at the eighth-grade level, and the second was written at the fourth-grade level. As you read the two selections, you will notice that the content is the same. Try to determine what changes were made to lower the second selection to a fourth-grade reading level.

Selection 1: Eighth-Grade Reading Level

A glance at the advertisements in magazines leaves no doubt as to the interest of people in their weight. The dictators of fashion have made us weight conscious. And now the writers of advertisements are trying to convince the thin and fat alike that if they will only buy this exercising machine, this or that drug, or eat certain foods, a beautiful figure will result. They promise to make us look like, or at least desire to be like, the model who is pictured in the advertisement. They usually fail to point out that each person is different.

Selection 2: Fourth-Grade Reading Level

Do you ever read magazines? If so, you have probably noticed all the advertisements about weight. Most people are interested in their weight. The people who determine what is in style make us attach importance to weight. Now advertisers are doing the same thing. Some will tell you to buy an exercise machine. Others try to sell drugs to reduce or gain weight. Special food or liquid diets are often suggested, too. All of the advertisements try to make us want to be like the model in the picture. Yet each person is different. The advertisements do not say this.

What are the differences in the two selections?

1. _____

2. _____

If you look closely at the two selections, you will notice one difference is that more sentences were used in the last selection. The fourth-grade selection has eleven sentences as compared with the five sentences found in the eighth-grade selection. When you add more sentences and decrease the length of the existing sentences, you reduce the number of complex ideas per sentence that the student must comprehend. Understanding is facilitated because the ideas are offered in smaller doses.

Another difference in the two selections is that the fourth-grade selections includes fewer difficult words. The words conscious, dictators, fashion, and pictured have been replaced by shorter synonyms. This generally reduces the number of syllables and thereby lowers the reading level. The fourth-grade selection has 137 syllables, and the eighth-grade selection has 140 syllables.

Harry W. Forgan and Charles T. Mangrum II. Teaching Content Area Reading Skills: A Modular Preservice and Inservice Program, Charles E. Merrill (Columbus, Ohio) 1981

STYLES OF LEARNING

Different students learn in different ways. It is often helpful to the teacher who is trying to reach all students to discover what kind of learner each student is. Are they AUDIO learners, VISUAL learners, or KINESTHETIC learners?

VISUAL learners will usually close their eyes, or look at the ceiling as they try to recall a visual picture.

AUDIO learners will move their lips or whisper as they try to memorize.

KINESTHETIC learners will use their fingers to count off items or write in the air.

THE TEST

Start by telling the participants that you are going to give them a test to determine what kind of learner they are: VISUAL, AUDIO, or KINESTHETIC.

This test consists of pretending that the participants are going to the store to get some items. WRITE the list on the board, allowing them to watch you but they must not copy the list. Allow them to view the list for 30-45 seconds then erase it. Ask for volunteers to repeat the list orally. The VISUAL learners will be able to repeat the list. (After a few have recited the list, others may choose to repeat it -- these are probably AUDIO learners who have learned the list from hearing others say it.)

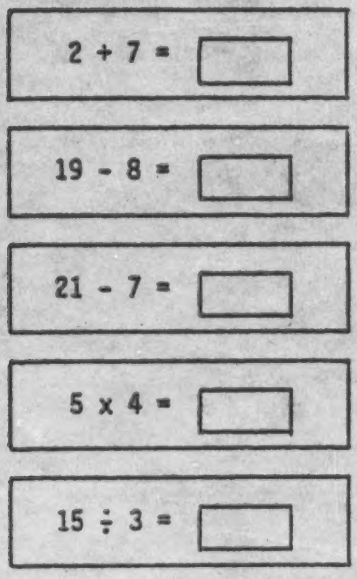
Dictate the 2nd list orally. Repeat the dictation a second time slowly. THE VISUAL learners will close their eyes and try to see the items. The AUDIO learners will whisper each item as you dictate it.

The KINESTHETIC learners will use their hands to mark off the number of items or will write the words in the air. Ask for volunteers to repeat the list. The AUDIO learners will respond first.

Tell the participants to have pencil and paper ready to write the list as you dictate it orally. Dictate list 3 once. Have them turn the paper over and rewrite the list from memory. Ask for volunteers to repeat the list they have written. These are usually KINESTHETIC learners.

LIST 1	LIST 2	LIST 3
(Write on board)	(List orally)	(Have participants write)
TOOTHPASTE	NOTEBOOK PAPER	LIPSTICK
SOAP	TALCUM POWDER	BAND-AIDS
KLEENEX	NAIL FILE	RAZOR BLADES
COMB	COUGH DROPS	FOUNTAIN PEN
STATIONERY	SHAVING CREAM	SOAP

SAMPLE OF INFORMAL TEST



This informal math assessment allows the teacher to determine a learner's special instructional needs.

Procedure:

- Develop math equations on sentence strips from the four basic operations. Be sure to include problems which contain regrouping.
- Give the student the stack of cards.
- Ask the student to put the cards in order from the least to the most difficult for him.
- As the student becomes involved in this activity, note his oral responses and/or explanations. Certain types of problems will cause more frustration than others to a student.
- After this informal assessment is complete, decide which is the most successful operation for the student. Begin instruction with the problems he already knows gradually adding the next more difficult ones.
- Continue in this manner until all operations are learned.

DEVELOPING AN INDIVIDUALIZED EDUCATION PROGRAM IN ACCORDANCE WITH PL 94-142

Prepared by:

James C. Chalfant, Ed.D.

Margaret Van Dusen, Psych.

Pathescope Educational Media, Inc.

71 Weyman Avenue

New Rochelle, New York 10802

The following pages are used in conjunction with the above cassette and filmstrip series.

PRE-QUESTIONS FOR FILMSTRIP NO. 1

1. What is Public Law 94-142?
2. What does Public Law 94-142 have to do with me?
3. What should a classroom teacher do when a behavior or learning problem occurs in the classroom?
4. What is the principal's role in helping the classroom teacher?
5. When should a teacher refer a child to special education services?
6. When does the school obtain parental permission for evaluating a child?
7. Who should be involved in conducting a comprehensive case study evaluation?
8. What are the responsibilities of the multidisciplinary team?
9. Who should serve on the multidisciplinary evaluation team?
10. What is the sequence of activities in referring and placing a child?
11. What competencies do I have to achieve to effectively participate in the identification-placement process?

PRE-QUESTIONS FOR FILMSTRIP NO. 2

1. For whom do I.E.P.s have to be written according to P.L. 94-142?
2. What is the purpose of the Individualized Education Program (I.E.P.)?
3. Who participates in developing the I.E.P. at the multidisciplinary conference?
4. What kind of information is considered in developing the I.E.P.?

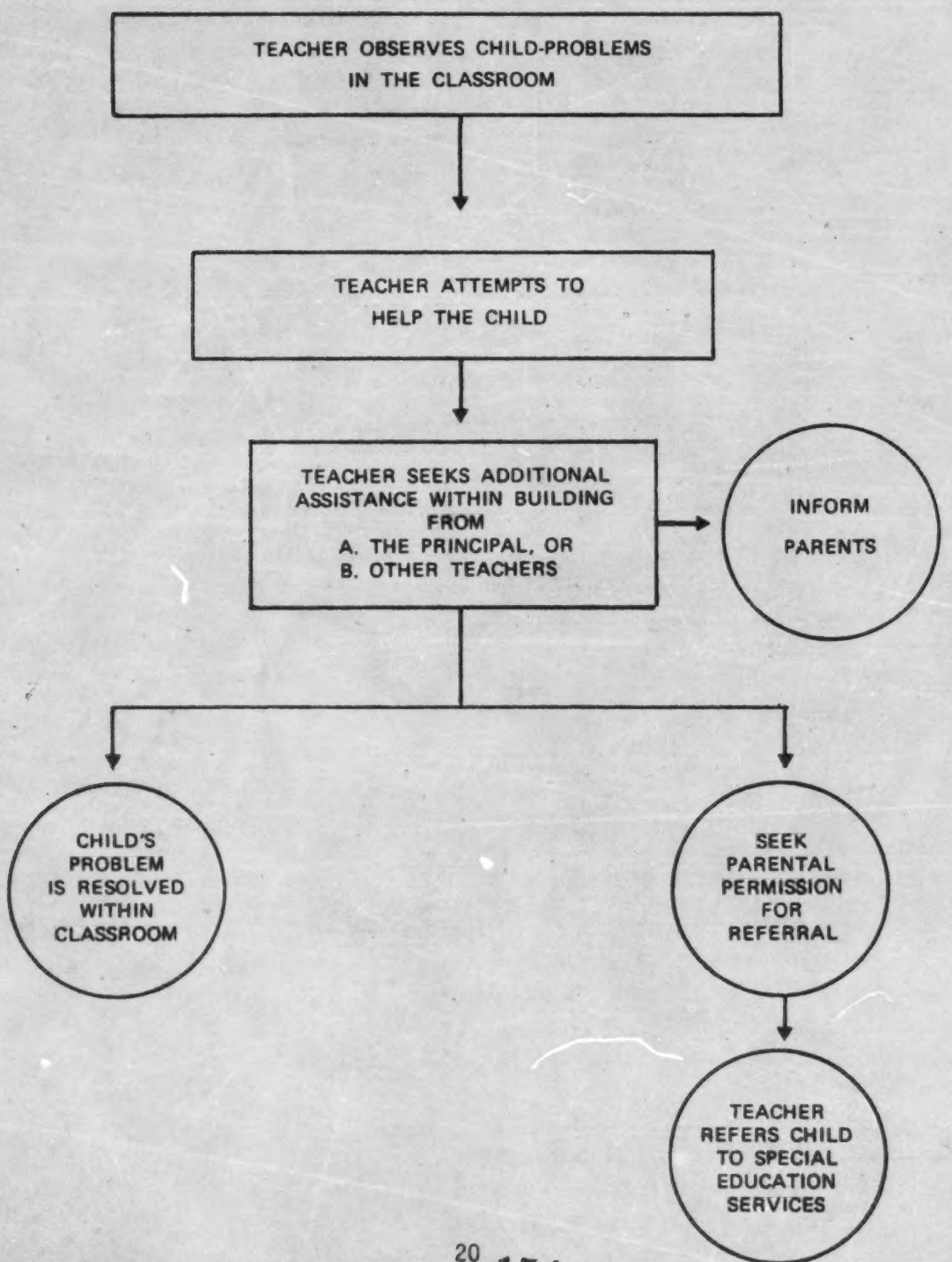
   a. Physical? c. Emotional? e. Academic? g. Other?
   b. Social? d. Intellectual? f. Work Habits?

5. What kinds of sources are used to provide information about a child's strengths and weaknesses?

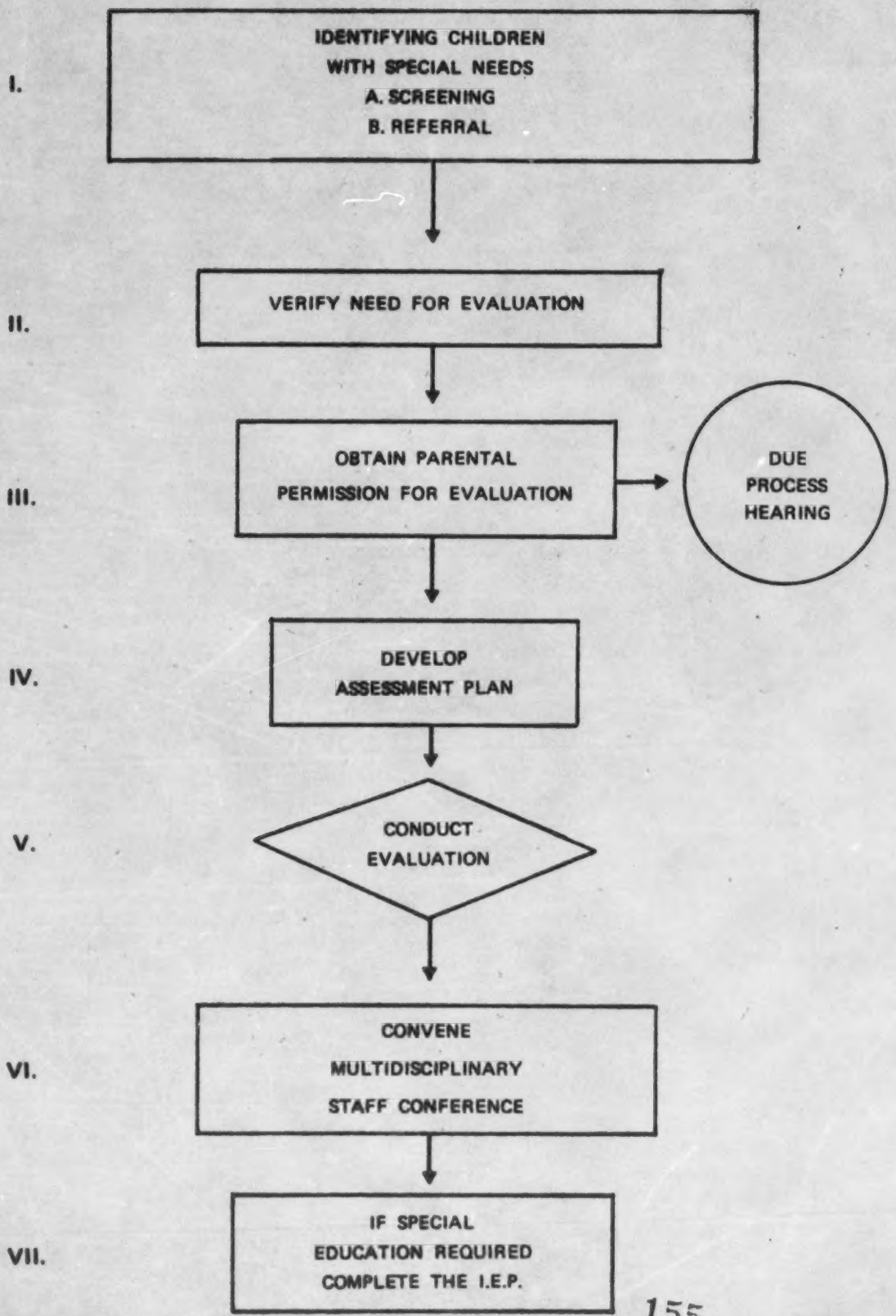
   a. Standardized Tests? c. Observation? e. Case Histories?
   b. Informal Assessment? d. Interviews?

6. What are the five component parts of an I.E.P. required by P.L. 94-142?

THE CLASSROOM IDENTIFICATION PROCESS


TEACHER OBSERVES CHILD-PROBLEMS IN THE CLASSROOM
TEACHER ATTEMPTS TO HELP THE CHILD
TEACHER SEEKS ADDITIONAL ASSISTANCE WITHIN BUILDING FROM
A. THE PRINCIPAL, OR
B. OTHER TEACHERS
INFORM PARENTS
CHILD'S PROBLEM IS RESOLVED WITHIN CLASSROOM
SEEK PARENTAL PERMISSION FOR REFERRAL
TEACHER REFERS CHILD TO SPECIAL EDUCATION SERVICES

THE IDENTIFICATION AND PLACEMENT PROCESS



PRE-QUESTIONS FOR FILMSTRIPS (continued)

7. How are Annual Goals and the Short-term Instructional Objectives stated in the Individualized Education Program?

8. Do Annual Goals and Short-term Instructional Objectives represent a contract with the parents or is it a good faith agreement?

9. Are parents involved in the development of the I.E.P. and can they challenge a program designed for their child if they believe it is unacceptable?

PRE-QUESTIONS FOR FILMSTRIP NO. 4

1. What are Annual Goals?

2. What are Short-term Instructional Objectives?

3. Why does P.L. 94-142 require Annual Goals and Short-term Instructional Objectives to be written for the I.E.P.?

4. Do Annual Goals and Short-term Instructional Objectives constitute a binding contract or a good faith agreement?

5. How do you determine the number of goals and short-term instructional objectives that should be written for a student each year?

6. Who participates in writing Annual Goals and Short-term Instructional Objectives?

7. How are Annual Goals stated?

8. How are Short-term Instructional Objectives stated?

9. What procedures are used to review, evaluate, and revise Annual Goals and Short-term Instructional Objectives?

[redacted]

SUMMARY SHEETS OF STAFF NOTES CONCERNING MARTY GREGG

General background concerning Marty Gregg

Marty attends Lakewood School, District #37.
He just entered Ms. Kramer's fourth grade class.
Marty is 9 years old.
Marty's birthday is March 12.
Latest data shared with Marty's parents in person, Sept. 10.
Marty's I.E.P. supervisor is Dr. Speiser, Director of Special Education.

Mrs. Kramer (4th grade regular teacher)

Just moved here from Germany where his father had been stationed with the U.S.Army.
Speech patterns are immature for his chronological age.
Does not seem to speak German fluently.
Language problems affect his ability to participate in classroom discussions and to do written work.
Has problems in reading.
Marty's great to have in class.
Cheerful, cooperative and all the kids like him a lot.
Works well in my lowest math group.
Is functioning well below grade level in all subjects except math.
Has a problem starting and completing independent work tasks.
Can't follow the directions I give to the whole class.
Works best in a one-to-one situation with me. Otherwise, he is restless and easily distracted.
Doesn't express himself like a fourth grader. He tries, but it's like the words just don't come to him. So, his language sounds quite immature.
Omits words in sentences.
Thoughts are not always in sequence.

Mrs. Gregg (Marty's mother)

We've noticed for some time that Marty's been having problems with his speech.
We rarely left the Army base in Germany and everyone there spoke only English. Marty's with German was very minimal.
Marty has always had a problem completing a sentence.
Speech is Marty's only problem at home.
He gets along well with his brothers and sisters and friends.

Mrs. Crawford (social worker)

The Gregg's commented that Marty always had a problem completing a sentence.
Otherwise, they've noticed no other problems at home.
Marty gets along well with his brothers and sisters, and he is well liked by his peers.

[redacted]

Mrs. Patterson (speech and language therapist)

Hearing is well within normal limits according to the audiologist's testing.
Has a good understanding of English.
Receptive vocabulary on the Peabody Picture Vocabulary Test indicates better than average ability to understand single words.
Has difficulty with expressive language skills. He has problems with syntax - he can't produce sentences using correct word order.
Makes grammatical errors. He uses incorrect negatives and past tense verbs.
Has difficulty organizing his thoughts for expression. Even when retelling a personal experience, he may confuse the sequence of the story.
Expressive language abilities are approximately 2½ - 3 years below the norm for his age.
Makes sound substitutions and distortions. He has difficulty articulating the "s," "th," "z," and "r."
Has difficulty monitoring all of his own speech errors. This may relate to his discrimination problem. He could not discriminate the difference between the "s" and "z" sounds in various positions within words.

Mrs. Porter (Learning Diagnostician)

Reading errors are similar to those he makes in his speech and language.
Reading comprehension is at a level commensurate with his word recognition skills (second grade). He can recall both specific facts as well as understand the main idea of the reading material.
Written language work shows the same general pattern. He makes many substitutions and omissions in writing. His thoughts are not presented in any logical, sequential order on paper.
Has strong sight vocabulary at second grade level.
Remembers sight words better than he remembers sounds.
Phonetic skills need to be developed so he can sound out words on his own.
In reading, Marty omits certain consonants or vowels. He may take wild guesses at words or call or make up words that have no relationship to the word he is shown.
May totally omit words he can't recognize. As a result, his oral reading often sounds nonsensical.

Dr. Clarke (Psychologist)

Marty's full scale I.Q. on the WISC-R places him within the average range. However, there is a significant discrepancy between his verbal and performance abilities.
Verbal sub-test scores are all below the average range. Performance sub-tests were all above average. However, on the picture arrangement sub-test of the performance section, where a child is asked to place a picture story in sequential order, Marty's performance was below average.
In casual conversation with me, Marty displayed expressive sequencing problems. For example, when he told me about the plane trip from Germany, he could remember situations that happened to him and tell me about them but not in any particular order.

Supplemental Information Concerning Marty Gregg

A parent-teacher conference will be held within 30 days to share any revisions or additions to Marty's I.E.P.

[redacted]

INDIVIDUALIZED EDUCATION PROGRAM

Student's Name _____ **Birth Date** _____

Teacher _____ **School** _____ **Grade** _____ **District** _____

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Formal and Informal Assessment

B. Child's Learning Characteristics

C. Social-Emotional Behaviors

D. Sensory and Motor Skills

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II. ANNUAL GOALS (Attach short-term instructional objectives.)

III. SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED
(Least restrictive environment)

IV. AMOUNT AND TYPE OF INTEGRATION WITH REGULAR PROGRAM

V. PROJECTED DATES FOR INITIATION OF SERVICE _____
ANTICIPATED DURATION OF SERVICE _____

VI. OTHER RECOMMENDATIONS

I.E.P.
SUPERVISOR _____ DATE _____

SHARED WITH PARENTS (Indicate date) _____, _____
(In person) (In writing)

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

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THE COMPLETED I.E.P. FOR MARTY GREGG
(the "school solution")

Student's Name Gregg, Marty Birth Date 3/12/XX

Teacher Ms. Kramer School Lakewood Grade 4 District #37

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Formal and Informal Assessment

Full scale I.Q. WISC-R average - Verbal subtests below average
Performance subtests above average
(except picture arrangement)

Functions below grade level in all areas except math.

Expressive Language: 2½-3 years below C.A.; grammatic errors - incorrect negatives and past tense verbs; syntax difficulty - incorrect word order; omits words while speaking; difficulty completing sentences; uses incorrect words; knows facts but can't sequence story in order.

(continued on attached sheet)

B. Child's Learning Characteristics

Difficulty starting and completing independent work tasks.
Behavior during independent work assignments is restless and distractible; works well in classroom discussions.
Can't follow directions given to the whole class.
Difficulty discriminating between sounds (e.g. "s" "z")
Poor auditory memory for sounds.

C. Social-Emotional Behaviors

Cheerful; cooperative; children like him; gets along well with teachers.

D. Sensory and Motor Skills

Hearing is normal; no motor problems.

II. ANNUAL GOALS (Attach short-term instructional objectives.)

1. To improve auditory discrimination and articulation of "s," "z," "th" and "r" sounds in everyday speech.
2. To improve use of negative constructions ("can't," "don't," "won't") and past tense verbs.
3. To improve expressive language skills by orally presenting thoughts in sequential order and in complete sentences.
4. To decode and comprehend reading material to a third grade level.
5. To write a sequential story using three complete sentences.
6. To attend to academic tasks for 30 minutes.

III. SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED
(Least restrictive environment)

Place in learning disabilities resource room 30 minutes per day five days a week.

Provide speech and language services 20 minutes per day three days a week.

IV. AMOUNT AND TYPE OF INTEGRATION WITH REGULAR PROGRAM

Place in fourth grade classroom four hours per day.

V. PROJECTED DATES FOR INITIATION OF SERVICE September 26
ANTICIPATED DURATION OF SERVICE to be determined at annual review

VI. OTHER RECOMMENDATIONS

A parent-teacher conference will be held within thirty days to share any revisions or additions to the I.E.P.

I.E.P.
SUPERVISOR Dr. Speiser, Director of Special Education DATE _____

SHARED WITH PARENTS (Indicate date) Sept. 10 (In person), _____ (In writing)

THE COMPLETED I.E.P. FOR MARTY GREGG
(The "School Solution")

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Formal and Informal Assessment (continued)

Receptive Language:	Better than average ability to understand single words on Peabody Picture Vocabulary Test.
Speech:	Difficulty articulating "s," "th," "l," "z"; sounds substituted or distorted; speech patterns are immature, cannot discriminate between "s" and "z"; cannot monitor speech errors.
Reading:	Guesses at words; omits consonants and vowels, poor word recognition; omits words while reading; second grade reading comprehension level; oral reading is non-sensical; reading errors are similar to language and speech errors; limited phonetic skills; second grade sight vocabulary.
Written work:	Not logical or sequential in order and contains few complete sentences - many word substitutions and omissions.

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 1 - To improve auditory discrimination and articulation of "s," "z," "th" and "r" sounds in everyday speech.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objectiv Achieve
1. To auditorially discriminate between "s," "z," "th" and the correct production of the "r" sound from incorrect productions of "r" in initial, final, and medial positions to 100% accuracy.	1. Speech pathologist works with Marty three times per week for 30 minutes. Auditory Training Drills - see training texts. Use Auditory Discrimination tapes.	1a. Standardized Auditory Discrimination test 1b. Marty must discriminate between the sounds in isolation, initial, final and medial position in words with 100% accuracy on teacher-made criteria referenced tests.	Sept. 26	
2. To produce the sounds "s," "z," "th" and "r" appropriately in isolation nonsense syllables, isolated words, and simple sentences with 90% accuracy by January 15.	2. Use articulation methods found in speech training texts.	2a. Standardized Articulation Test 2b. Criterion referenced test Martin will speak the sounds correctly in conversational speech 90% of the time while describing objects or telling about experiences. Each sound must be used at least 10 times.	Begin objective 2 when objective 1 is achieved.	
3. To be able to use complete sentences in five situations using these formats: a) asking a question b) answering a question c) making a statement to 100% accuracy.	3. Provide Marty with simple structured model sentences consisting of a noun and a verb for: a) asking a question b) answering a question c) making a statment These sentences would be applied to a specific content area about which Marty is frequently required to speak.	3. Require Marty to: a) ask a question b) answer a question c) make a statement twice each week. Record his responses and determine the number of errors.	Sept. 26	

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 2 - To improve use of negative and past tense verbs.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved
1. To use negative constructions "can't," "won't," "didn't," "doesn't" in making statements correctly 90% of the time. 2. To use regular verbs in simple structured model sentences correctly approximately 90% of the time. 3. To use past tense verbs approximately in simple structured model sentences correctly 90% of the time.	1,2 & 3. The speech clinician will provide individual instruction and small group training using stories, objects, and experiences. Marty will be given opportunities to a) answer questions b) make statements c) form sentences The teacher will utilize both visual and auditory stimuli, increase the length and difficulty of Marty's responses, and move from concrete to abstract ideas. Modeling the correct response should be used frequently.	1. A frequency count will be kept of appropriate uses during instruction. A criterion referenced test will be given every three weeks on the short-term objectives taught. Criterion for success is 90% on the criterion referenced tests.	Sept. 26	

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 3 - To improve expressive language skills by orally presenting thoughts in sequential order and in complete sentences.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objectiv Achieve
1. To be able to order three experiences in terms of time, places, and events with 100% accuracy.	1. The learning disabilities teacher will use activities in space, stories and picture card sequence to present beginning, middle and end as concepts. The concepts of first, second, third, etc., must be made important. Marty will attempt to retell or resequence the activity, story; or picture cards. Tape recorder can be used to tape the teacher & Marty for purposes of self-evaluation. Reinforcement will be given every time Marty relates to sequence.	1. Marty will: a) place three card sequences together three times b) retell three activities c) retell three stories with 100% accuracy	Sept. 26	
2. To be able to express sequences of 2,3, and 4 experiences in complete simple sentences with 100% accuracy.	2. Marty should be given simple structured model sentences in writing with blanks for the content to be sequenced. This will structure his responses and give him a specific way of answering questions or telling experiences that require sequential answers.	2. Marty will use simple structured model sentences to: a) tell about the card sequence b) retell three activities c) retell three stories with 100% accuracy.	Begin when 1 is	

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 4 - To decode and comprehend reading material to a 3.0 level.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objectiv Achieve
1. To decode words using correct phonetic and structural analysis to a 2.5 level with 80% accuracy.	1. Introduce and reinforce phonetic and structural analysis skills through presentations in isolated words and in context using a reading series and supplementary materials, teacher made worksheets reading games and multisensory approach.	1. Evaluate worksheets and record results. Review progress on goals by mid-January.	Sept. 26	
2. To increase sight reading vocabulary to 2.5 level with 80% accuracy.	2. Introduce and reinforce sight words by flash drills and use of words in context of reading and w writing activities using a Reading Series and Dolch word lists.	2. Flash drills weekly. Chart progress on recall of total words recalled within 5 seconds. Review progress on goal by mid-January.	Sept. 26	
3. To comprehend material read orally at reading decoding level 2.5 with 80% accuracy.	3. Same materials as above with discussions as appropriate: a) answer 4 comprehension questions orally b) answer 10 comprehension questions in written form c) teacher-made and other prepared worksheets.	3. Direct measure expecting 80% accuracy by mid-January Twice weekly self-checking worksheets to 80% accuracy by mid-January.	Sept. 26 Sept. 26	
4. Repeat objectives 1, 2, and 3 to the 3.0 reading grade level.	4. Use procedures 1, 2 and 3 above.	4. Use MeasurementPProcedures 1, 2, and 3 above.	Jan. 15	

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 5 - To write a sequential story using three complete sentences.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objectiv Achieve
1. To write 1 complete sentence using proper syntax with 100% accuracy. 2. To write 2 complete sentences using proper syntax with 100% accuracy. 3. To write 3 complete sentences using proper syntax with 100% accuracy.	1. For objectives 1, 2 and 3 use picture story cards and word cards to stimulate the writing of story sequences: a) teacher places 3 to 5 picture story cards in correct sequence b) Marty matches the appropriate word cards to the picture story cards. c) Marty places the word cards to form 1 (2 or 3) complete sentence(s). d) Marty copies the sentence in correct word order. e) teacher places the picture cards used above in correct sequence and has Marty write the sentence from memory. f) use new picture cards and have Marty formulate an original sentence describing the sequence. Use pictures which make demands on vocabulary words known to Marty.	1. Use the following Measurement Procedures for objectives 1, 2 and 3: a) a picture card sequence of 1, 2 or 3 b) an activity c) a story Using complete sentences with 100% accuracy.	Sept. 26	

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[redacted]

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name Gregg, Marty

Annual Goal 6 - To attend to academic tasks for 30 minutes.

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved
1. To begin and complete a ten minute task with appropriate on-task behavior 80% of the time.	1. Given one worksheet, Marty will complete the worksheet without interrupting the teacher or his peers. 1b. A timer will be placed on Marty's desk for the activity, and set for ten minutes. 1c. Points will be earned for free time activities and placed on a chart on Marty's desk. Verbal praise and encouragement will also be used.	1. Teacher will record each time a ten minute task is completed with or without interruption. The criteria for daily success is gradually increased for ten minute tasks.	Sept. 26	
2. Complete two ten minute tasks with appropriate behavior 80% of the time.	2. Same as above only for two tasks.	2. Same as above only for two tasks.	When objective 1 is achieved.	
3. To complete three ten minute tasks with appropriate behavior 80% of the time.	3. Same as above only for three tasks.	3. Same as above only for three tasks.	When objective 2 is achieved.	

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INDIVIDUALIZED EDUCATION PROGRAM

Student's Name _____ Birth Date _____

Teacher _____ School _____ Grade _____ District _____

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Formal and Informal Assessment

B. Child's Learning Characteristics

C. Social-Emotional Behaviors

D. Sensory and Motor Skills

[redacted]

. ANNUAL GOALS (Attach short-term instructional objectives.)

III. SPECIFIC SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED
(Least restrictive environment)

IV. AMOUNT AND TYPE OF INTEGRATION WITH REGULAR PROGRAM

V. PROJECTED DATES FOR INITIATION OF SERVICE _____
ANTICIPATED DURATION OF SERVICE _____

VI. OTHER RECOMMENDATIONS

I.E.P.
SUPERVISOR _____ DATE _____

SHARED WITH PARENTS (Indicate date) _____ (In person) _____ (In writing)

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

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SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name _____ Annual Goal _____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objective Achieved

A SYSTEM FOR WRITING INSTRUCTIONAL OBJECTIVES
(Source One)

Instructional objectives play an important role in the educational process. Writing instructional objectives requires that the teacher be able to identify the expected outcomes of instruction in each curriculum area included in the instructional program. Once the expected outcomes have been identified, the system described below is designed to help the teacher learn to write instructional objectives.

An instructional objective should always be written to include the following three components (Mager, 1962):

1. Behavior. A description of expected terminal behavior which can be observed by at least two independent observers.
2. Conditions. A statement of the conditions under which the behavior is to be observed.
3. Criteria. A statement of the criteria of acceptable performance.

To facilitate the writing of instructional objectives, a table can be drawn which includes space for each of the three components.

This instructional objective contains a statement of all three critical components which can be separated using the instructional objectives table:

CONDITIONS	BEHAVIOR	CRITERIA
Given a 500-word story without punctuation of any kind	the student will enter punctuation marks in appropriate places in the story	correct punctuation with no more than five errors of commission and five errors of omission

THREE CATEGORIES OF ACTION VERBS

Some action verbs teachers use when writing instructional objectives are more directly observable than others. Deno and Jenkins (1967) had teachers rate the extent to which various action verbs describe events that are directly observable. On the basis of their work, the following words were grouped into three categories: action verbs that are directly observable, those that are ambiguous, and those that are not directly observable.

ACTION VERBS THAT ARE DIRECTLY OBSERVABLE

The following list of action verbs label events which teachers judged to be directly observable. It is to be expected that agreement between two independent classroom observers would be relatively high for the behaviors specified on this list.

To cover with a card	To lever press	To line-draw
To mark	To point to	To cross out
To underline	To walk	To circle
To repeat orally	To count orally	To say
To write	To put on	To read orally
To shade	To number	To name
To fill in	To label	To state
To remove	To place	To tell what
To draw		

When writing instructional objectives every effort should be made to use words that describe behaviors like those in the above list.

AMBIGUOUS ACTION VERBS

The following list of action verbs were judged to be relatively ambiguous when compared to the list above. The use of these words to describe student behaviors will result in much less agreement between independent classroom observers. These behaviors may be open to more than one interpretation and, thus, require more effort to measure on the part of the teacher.

To identify in writing	To check	To construct
To match	To take away	To make
To arrange	To finish	To read
To play	To locate	To connect
To give	To reject	To select
To choose	To partition	To change
To use	To subtract	To perform
To total	To divide	To order
To measure	To add	To supply
To demonstrate	To regroup	To multiply
To round off	To group	To complete
To respond to	To average	To summarize
To inquire	To utilize	To borrow
To acknowledge	To find	To identify
To see	To convert	

ACTION VERBS THAT ARE NOT DIRECTLY OBSERVABLE

The following words were judged by teachers not to be directly observable. All these words describe actions that must be inferred from other behaviors. It is very difficult for two classroom observers to agree on these behaviors. These words should not be used when writing instructional objectives. They are more appropriate for writing educational objectives or broad educational goals.

To distinguish	To be curious	To solve
To conclude	To apply	To deduce
To develop	To feel	To test
To concentrate	To determine	To perceive
To generate	To think	To create
To think critically	To discriminate	To learn
To recognize	To appreciate	To discover
To be aware	To become competent	To know
To infer	To wonder	To like
To realize fully	To analyze	To understand

Taken from Managing Behavior 5 - A Guide to Writing Instructional Objectives, Alan H. Wheeler and Wayne L. Fox, H. & H. Enterprises, Inc., 1972, Box 1070, Lawrence, Kansas 66044 (Revised Printing, 1977)

USEFUL WORDS FOR EXPRESSING OBJECTIVES IN BEHAVIORAL TERMS
(Source Two)

The phrase preceding all these verbs is "After completing all the work associated with this chapter, the student should be able to..."

Level 1 (simple behavioral objectives)	Level 2 (behavior requiring application of more complex mental operations)	Level 3 (behavior showing that student has firm grasp of major concept or shows original thought)
find	prove	generalize from data
gather data	organize data	synthesize
investigate	analyze	infer
describe	apply	discuss critically
make	distinguish between	predict
do	construct	deduce
compute	devise a method	integrate
measure	plot a graph	propose reasons and defend them
prepare	state a problem	formulate hypotheses
manipulate apparatus	identify the variables	reorganize
use	contrast	discover
recognize	compare	manipulate ideas
examine	specify limitations and assumptions	
identify	suggest	
recognize and cite evidence for	differentiate	
classify	relate	
illustrate	discriminate	
	reformulate	
	justify	
	estimate	
	interpret	

The table does not, of course, include all the words that validly describe kinds of behavior. You will notice that the table omits certain kinds of behavior that require mainly memorization of textbook material. This is not to suggest that memorization of certain key definitions and facts should be avoided entirely. If you wish to have students memorize certain things, use the following terms in stating behavioral objectives:

LEVEL "0" OBJECTIVES

"After reading chapter X, the student should be able to..."

recall	state	list reasons for
duplicate	define	explain
repeat	tell	imitate

One caution is necessary at this point. If you examine a list of behavioral objectives for a science course and find that a large percentage of them contain any of the nine verbs or phrases listed above, you should re-examine your intentions carefully. If you stress recall behavior rather than experimental, observational, interpretive, and synthetic behavior, you are not teaching science; you are teaching history of science.

Avoid one set of verbs altogether in stating objectives. These are verbs that, by their very nature, are so vague they give neither teacher nor pupil a clear idea of what is meant. Among these completely unacceptable words and phrases are the following:

LEVEL "NO" OBJECTIVES

appreciate
deal more effectively with
understand
know
have a feeling for
comprehend
develop an understanding, appreciation of
become aware of
become familiar with
create an awareness of

There is no way to test for "appreciation," "understanding," "comprehension," and so forth. If you mean that you want the student to repeat what the book says about a subject, tell him so (and yourself) by using the verb "recall." The verbs listed above are not "honest" words because they do not clearly specify to the teacher or student what is expected.

Taken from Inquiry Techniques for Teaching Science, William D. Romey, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1968, pp. 7-8.

INDIVIDUALIZED EDUCATION PROGRAM

(IEP)

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Utilization of Content

Texas Policies and Procedures pp. 3-17

Policies and procedures in this section may be highlighted a large group workshop, by a person with expertise in state mandates for educationg the handicapped. The pages may serve as a reference for regular teachers. Current information is added or deleted as changes are legislated.

Developing an Individualized Education Program in Accordance with P.L. 94-142 pp. 18-43

This component is used in conjunction with the Pathscope Educational Media Series. The number of filmstrips and cassettes employed should be tailored to the needs of the group and/or the style of presentation.

Aids in Writing Behaviorally Stated Goals and Objectives pp. 44-48

Assistance for writing behaviorally stated goals and objectives is provided in this section. The material is adaptable for individual reference or may be presented at workshops by an individual proficient in theis area.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

OBJECTIVE

The regular educator will be able to assist in authoring for the handicapped learner an Individualized Education Program including instructional goals and objectives applicable to the regular classroom setting.

3572.4 Individual Educational Plan Development

A student receives special education services only after a comprehensive multidisciplinary team, including the parent or guardian when possible, has reviewed the data from all three stages of the comprehensive assessment; has determined that the student has a physical/mental/emotional disability establishing eligibility to receive special education services; has determined whether or not the student has an educational deficit significantly low enough to merit special education instruction; has provided an individual educational plan, complete with statements of short-term objectives, long-range goals, instructional and related services to be delivered; and has provided for an educational placement in the least restrictive educational environment.

All decisions regarding the educational program of a child referred for special education consideration will be made by an admission, review, and dismissal committee.

The admission, review, and dismissal committee must make its decision regarding students referred for the first time within 30 calendar days of regular work responsibilities (exclusive of school holidays) from time of the referral committee report.

(1) The Admission, Review, and Dismissal Committee Responsibilities

Each district or special education cooperative must establish at least one admission, review, and dismissal committee to perform the following functions within the special education instructional program:

(A) review all available data;

(B) ensure that national origin minority group students (or linguistically different students) are not assigned to special education on the basis of criteria which were developed solely on the command of the English language;

(C) ensure that students are not placed in special education if the only deficiencies identified are directly attributable to a different cultural life-style, or not to having had educational opportunities, or not to having achieved from previous educational experiences;

(D) determine if the student meets the eligibility criteria;

(E) initiate development of the individual educational plan or modify the existing plan;

(F) make appropriate instructional placement designation;

(G) review all special education assignments annually to determine continuation, change, reappraisal, or termination;

(H) develop an individual written summary of the deliberations, findings, and recommendations following each meeting of the committee. (Each summary includes the date, the names, the positions, and the signatures of the persons participating in each meeting; and a report is made and included in each student's eligibility folder.); and

(I) observe all procedural safeguards according to the requirements of Policy and Administrative Procedure 3575.7 throughout the development of the individual educational plan.

(2) The Admission, Review, and Dismissal Committee Membership

(A) The committee may include representation from a variety of individuals; however, the committee will be composed of the following persons in determining its actions:

(i) at least three members, representing the areas of administration, instruction, and assessment (including at least one representative of special education);

(ii) designated educational liaison;

(iii) the student's parent or guardian or designated parental representative; and

(iv) the student, where appropriate.

(B) When considering individual educational plan development for a handicapped student to be placed in vocational education, the admission, review, and dismissal committee is chaired by the campus principal or designated representative. Such placements warrant the committee to be composed of the following individuals:

(i) the local vocational administrator or vocational supervisor;

(ii) the local special education supervisor;

(iii) the vocational teacher who will instruct the handicapped student if such student is recommended for training by the screening committee;

(iv) an experienced special education teacher who can provide information needed by the committee in making valid judgments regarding training of handicapped students;

(v) the vocational counselor;

(vi) a parent of the student being considered for vocational training and the student, if appropriate; and

(vii) a professional diagnostic person who can provide information regarding student assessment and who can make interpretations of tests for the student(s) under consideration.

(C) Where handicapped students are eligible for other compensatory education programs such as Title I, migrant education, and bilingual education, professional staff members from the respective compensatory programs should participate in the admission, review, and dismissal committee meetings and jointly agree to program goals, objectives, teaching strategies, and scheduling.

(D) Reasonable efforts must be made to ensure that the student's parent, guardian, or designated parental representative is present at each meeting of the admission, review, and dismissal committee or is afforded an opportunity to participate. This effort includes notifying the parent of the meeting early enough to ensure that he/she will have an opportunity to attend and scheduling the meeting at a mutually agreeable time and place. If neither parent can attend, the district will use other methods to ensure parent participation, including individual or conference telephone calls.

A meeting may be conducted without a parent in attendance if the district is unable to convince the parent

that he/she should attend. In this case, the district must have a record of its attempts to arrange a mutually agreeable time and place. This documentation includes detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to the parent and any responses received, and detailed records of visits made to the parent's home or place of employment and the results of those visits.

(3) The Admission, Review, and Dismissal Process

In accordance with procedures established by the Texas Education Agency, each school district or cooperative will develop and implement procedures by which a student, having been comprehensively assessed upon referral to special education, is determined to be or not to be eligible for special education services and by which personnel are assigned the responsibility of accumulating the written reports from the three stages of individual assessment. The admission, review, and dismissal of a student to or from special education services will proceed according to an orderly process where, upon initial admission, the instructional program is reviewed at least quarterly, where the placement is reviewed at least annually, where the student's eligibility for special education services is comprehensively reevaluated at least once every three years, and where a student can be dismissed from such services when it is found that the student is no longer eligible for such services. Complete written reports of all three stages of the individual assessment will be collected for review by the admission, review, and dismissal committee.

If the parent or guardian of the student has disagreed with the comprehensive assessment obtained by the school district, he/she may request an independent assessment at public expense. If the parent or guardian feels that assessment information is incomplete, he/she may request the school district to seek additional information. If the school district maintains that the parent's request is inappropriate, a hearing may be held in accordance with Policy and Administrative Procedure 3575.7. If the final decision is that the district's assessment was appropriate, the parent still has the right to an independent assessment, but not at public expense. Any new information must be considered along with previously collected data at another meeting of the admission, review, and dismissal committee.

If students have been placed in special education prior to the adoption of this regulation on the basis of selection procedures which are not in compliance with current law, policies, or procedures, it is the responsibility of the school district to make such determination by the time of the student's annual review by the admission, review, and dismissal committee. The admission, review, and dismissal committee must establish time lines with specific milestone dates by which the students will be returned to the responsibility of regular education. Students not meeting current eligibility criteria will be considered by the referral committee for special transitional services. It is the responsibility of the school district to provide special transitional services to the students as they are gradually moved back into regular programs with no loss of credits or no other penalties. The school district may provide these transitional services from a variety of funding sources.

(4) Content of the Individual Educational Plan

The individual educational plan developed by the admission, review, and dismissal committee for each student includes:

(A) A statement of the student's present levels of functioning taken from the assessment data and presented in terms of strengths, weaknesses, and educational needs. This brief statement includes:

(i) the grade level, competency level, or functional level at which the student is currently performing in content areas. If the student is functioning at pre-academic levels, there must be a statement of developmental skill levels.

(ii) the physical abilities and disabilities exhibited by the student which would affect his/her participation in instructional settings and/or in physical education and leisure time activities

(iii) the behaviors demonstrated by the student which affect his/her educational programming

(iv) the skills demonstrated by the student (particularly at the secondary level) which may be prerequisite to participation in vocational education

3572.4 Individual Educational Plan Development (continued)

(B) A statement of annual goals and short-term instructional objectives. All goals and objectives are stated within the context of a planned, sequential curriculum and with consideration for the student's needs in both content and developmental areas.

Annual goals are broad statements of the highest educational priorities identified for the student for the current program year.

Short-term instructional objectives are measurable intermediate steps designed to lead the student to achievement of the annual goals. While these objectives will be more specific than the annual goals, it is not intended that they be as specific as the teacher's daily or weekly lesson plans for the student. The statement of each objective will be accompanied by a designation of the person or persons responsible for implementing activities designed to help the student achieve the objective and may include a statement of any special materials, resources, or methods which should be used in achieving the objective.

(C) A statement of the specific educational services to be provided for the student, including regular education, special education, and related services. The services provided will be directly related to the stated goals and objectives. Services will be provided within the least restrictive environment appropriate for the student.

(D) A statement of the amount of time to be spent in each setting, the projected dates for initiation of services, the anticipated duration of the services, and the justification for the provision of each service

(E) A statement of the schedules and criteria for evaluating each short-term objective

(F) Signatures of the committee members present and an indication of each member's consent or dissent with the decisions. Decisions must be supported by at least a majority of the required membership of the admission, review, and dismissal committee.

3572.4 Individual Educational Plan Development (continued)

(5) Educational Program Placements

The educational program placement may include:

(A) programs operated by the district (These programs include regular classrooms, resource, self-contained, itinerant, and other approved instructional options.);

(B) programs operated cooperatively with other districts;

(C) programs operated by other districts, approved regional education program services, and regional day school for the deaf programs;

(D) contracts with approved nonpublic schools, where the student resides with the parent or guardian on a day-by-day basis;

(E) approved educational programs operated by or under the supervision of other units of state government;

(F) contracts with approved private residential schools in the state; and

(G) contracts with approved private residential schools out of the state.

3572.5 Individualized Instruction

Individualized special education instruction is the day-to-day instruction provided to a handicapped student based on the objectives set forth in the student's individual educational plan.

The program of individualized instruction shall be consistent with the needs of the handicapped student in the context of a defined curriculum.

3572.5 Individualized Instruction

The program of individualized instruction for each handicapped student consists of the following essential elements:

(1) specific instructional objectives based on student needs as stated in the individual educational plan;

(2) learning activities appropriate to each student's learning style and presented as specifically and sequentially as needed for the student to progress toward attainment of each instructional objective;

3572.5 Individualized Instruction (continued)

(3) instructional media and materials used for each learning activity selected on the basis of the student's learning style;

(4) an instructional setting which provides multiple arrangements for learning;

(5) a schedule of teaching personnel time assuring the provision of instruction to each student in individual or group arrangements; and

(6) procedures by which the teaching personnel measure, record, and report each student's progress.

Information is maintained documenting the provision of an individualized instructional program for each student currently being served.

3572.6 Related Services

Related services are those developmental, corrective, or supportive services that may be required for an eligible handicapped student to benefit from special education instruction.

The admission, review, and dismissal committee shall designate the needed related services in the individual educational plan for each eligible handicapped student according to procedures established by the Commissioner of Education.

3572.6 Related Services

(1) Possible Services

Related services which may be provided to an eligible handicapped student when the student's need for one or more such services is essential for the student to benefit from special education may include but are not limited to:

(A) special transportation

(B) school health services

(C) counseling with students and/or families

(D) psychological services

(E) audiological services

(F) medical diagnostic services

3572.6 Related Services (continued)

(G) occupational therapy

(H) physical therapy

(I) recreation therapy

(J) social work services

(K) parent counseling and training

(L) adaptive equipment

(M) special seating

(N) orientation and mobility

(O) speech therapy

(P) music therapy

(Q) corrective therapy

(2) Eligibility Criteria

Eligibility of a special education student for any one of the related services will be determined by the admission, review, and dismissal committee based on

(A) a written report or evaluation from registered, certified, or licensed related services personnel identifying the student's problems and the degree of severity as might affect the student's ability to benefit from special education;

(B) evidence in the individual educational plan that any and all related services to be received by a special education student are integrated into the total individual educational plan for the student; and

(C) medical referral for a specific related service (when such is required by the discipline and/or personnel to be providing the related service).

(3) Implementation Strategy

The strategy for delivery of related services within the local education agency should depend on:

(A) the type of service necessary for implementation of the individual educational plan and

3572.6 Related Services (continued)

(B) the availability of needed related services personnel in the geographic area served by a given school district or within an education service center region.

(4) Alternatives

When the need for related services exceeds available personnel resources, priorities for service to specific handicapped students shall be decided by the admission, review, and dismissal committee. First priority should be given to those students whose benefit from special education depends most on the support and intervention of related services. Continued provision or referral for receipt of related services for a student will depend on the review, evaluation, and changes in the individual educational plan.

The ratio of related services personnel to students should be determined by the type or intensity of services designated in the individual educational plan.

Alternatives to be considered by the admission, review, and dismissal committee for delivery of related services to eligible special education students should include but not be limited to:

(A) use of related services personnel as consultants to instructional staff for service to individual students or groups of students;

(B) use of related services personnel to provide direct services for individual students or small groups;

(C) provision of either consultant or direct services by a school district within its own district to cover that district only, in a cooperative effort with other school districts, in a joint effort with the education service center, or in a cooperative effort with other public and private agencies; and

(D) involvement, where appropriate, of related services personnel in the screening process, in the diagnostic and evaluation procedure, and in the writing and implementation of the individual educational plan.

(5) Special Seats and Electronic Communication Services

Special seats are any type of special chair or seating equipment which will enhance the learning situation and/

3572.6 Related Services (continued)

or enable an eligible student to maximally participate in classroom activities. Students are eligible for special seats if they:

(A) are unable to utilize the classroom chairs or desks provided by the local school district,

(B) have established need through educational planning, or

(C) have medical evidence that special seats are required for classroom.

Electronic communication services are services provided for eligible students confined to their homes, which will enable them to receive instruction along with their classmates and/or be able to participate in class discussions. The service may be a type of telephone setup or other electronic communication system. Students may be provided electronic communication services if they are eligible for homebound instruction and need the services for five months or more of the school year. (Refer to Administrative Procedure 4121.2 (9) and (10) for specific eligibility criteria and funding procedures.

(6) Special Transportation

Each school district operating an approved special education program is allotted a transportation allowance for transporting eligible handicapped students who are unable to attend the public school unless such special transportation is provided.

A special education student's home school is considered to be the one to which he/she is assigned for special education purposes.

If the student can utilize regular transportation and is eligible for regular transportation, such transportation is made available.

Students unable to utilize regular transportation are provided special transportation to assist them to receive educational services. The admission, review, and dismissal committee:

(A) establishes the student's eligibility for special education services;

(B) establishes the student's need for special transportation;

3572.6 Related Services (continued)

(C) provides the type and kind of special transportation needed, with written approval of the parent; and

(D) makes application according to the procedures established by the Texas Education Agency.

3572.7 Individual Educational Plan Review

Each school district and other agencies providing educational programs or services to eligible handicapped students shall establish, according to procedures set forth by the Commissioner of Education, a system for reviewing each handicapped student's progress based on the objectives stated in the student's individual educational plan.

3572.7 Individual Educational Plan Review

Each student's individual educational plan will be periodically reviewed to determine the student's progress, the need for modifying the plan, and the student's continued need for special education services.

(1) Three-Month Review

Each agency will establish procedures and assign personnel responsibilities for conducting, at least every three months after initial placement in special education, an informal review of each handicapped student's progress according to objectives identified in the individual educational plan.

All persons involved in the implementation of the student's individual educational plan will be directly involved in the review in some way with documentation of that involvement recorded in the student's file. At the time of the review, objectives may be modified in accordance with the evaluation of the student's progress.

Recommendations for major changes in the individual educational plan, including changes in the student's placement, must be made to the admission, review, and dismissal committee for formal action. Otherwise, no admission, review, and dismissal committee action is needed until the time of the annual review.

(2) Annual Review

(A) The admission, review, and dismissal committee must review at least annually each handicapped student's

progress according to the goals and objectives stated in the individual educational plan. Criteria and estimated time lines for dismissal from special education and return to regular education are developed by the admission, review, and dismissal committee for each student no later than at the first annual review of the individual educational plan. The committee will consider:

(i) the appropriateness of the long-range goals and short-term educational objectives as indicated by the documented progress of the student;

(ii) the appropriateness of the student's educational program placement as it relates to the student's progress;

(iii) the appropriateness of the related services, if any, as they relate to the student's progress;

(iv) the need for referral for additional assessment; and

(v) the need for a change in the student's placement in special education including dismissal.

Changes or additions to the individual educational plan shall be made and recorded as a result of these considerations.

(B) Decisions concerning changes in a student's placement in special education are made when the admission, review, and dismissal committee determines in its review:

(i) that the student is in need of a special education placement other than that initially designated or

(ii) that the student is no longer in need of special services and should be dismissed from special education.

(3) Three-Year Review

At least once every three years on or before the anniversary date of the student's initial placement in special education, the admission, review, and dismissal committee shall base its review decisions on new individual assessment information. The professionals responsible for assessing each general area of the student's functioning and for determining the handicapping condition shall then determine and document the degree to which new assessment in each area is necessary. The admission, review, and

3572.7 Individual Educational Plan Review (continued)

dismissal committee may request additional information in any area.

(4) Release from All Educational Services

If the admission, review, and dismissal committee of the school district or special education cooperative currently serving the student determines that a student can no longer benefit from services of the agency and that continued attendance in any educational program or service provided by that agency is useless or inconsistent with the student's best interest, the admission, review, and dismissal committee may consider releasing the student from the agency's educational program only if:

(A) Other educational alternatives available to the student in the agency currently serving the student have been documented as being inappropriate to meet the student's needs;

(B) there exists documentation beyond any reasonable doubt that the student can no longer benefit from services provided by that agency of public education;

(C) another designated public agency has appropriate services for the student and has documented that services are definitely available and accessible to the student;

(D) all information relevant to the student being served by the designated agency is made available by the current service agency within a reasonable time prior to release;

(E) the recommendation for release is submitted to and approved by the current agency's appropriate administrative authority or the central admission, review, and dismissal committee;

(F) the current agency's administrative authority or central admission, review, and dismissal committee submits its decision and supporting documentation to its appropriate state-level authority for review and response prior to final action; and

(G) the school district or special education cooperative currently serving the student agrees to annually review its decision until the student is 21 years of age and is referred for vocational rehabilitation services unless:

(i) the annual review is prevented because the student, the student's parent, or the designated parental representative refuses services or refuses the periodic review,

(ii) the student is no longer present in the state or cannot be located, or

(iii) the student has a medical condition that is rapidly debilitative or terminal.

Reference

Sections 21.033(2) and 11.091(f), Texas Education Code

INSTRUCTIONAL RESOURCES

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Utilization of Content

Special Education Films pp.3-9

The annotated list suggests possible films for inservice use.

Regular Education Inservice Resource List pp. 10-25

The list is designed to meet the six objectives of the project and is subdivided accordingly. The books, films, kits and teaching materials are applicable to large group inservices or in the regular classroom.

INSTRUCTIONAL RESOURCES

OBJECTIVE

The regular educator will be able to effectively participate as a team member with special educators in the planning and implementation of daily classroom activities and instructional resources for the handicapped learner in the regular classroom.

Available at Region XIX ESC Media Department

SPECIAL EDUCATION FILMS

SE-0001 ITPA TEST (Illinois Test of Psycholinguistic Abilities)
(B & W 30 minutes 1971)
This film shows the administration of the Illinois Test of Psycholinguistics by Dr. Winifred D. Kirk who with her husband developed the test. Dr. Samuel A. Kirk narrates the film.

SE-0002 VISUAL PERCEPTION--TRAINING IN THE REGULAR CLASSROOM
(B & W 23 minutes 1971)
Demonstrates integration of training in visual perception with training in language and regular curriculum of pre-school and primary grade levels.

SE-0003 VISUAL PERCEPTION AND FAILURE TO LEARN
(B & W 19 minutes 1959)
Depicts difficulties in learning for children who have disabilities in visual perception. Demonstrates the Marianne Frostig Test and outlines a training program.

SE-0004 ANYONE CAN
(COLOR 27 minutes 1968)
Uses four films on one reel-rope skills, ball handling, the stegel, and the trampoline-to illustrate techniques for teaching handicapped children varied motor skills, filmed in Orinda Union School District in California.

SE-0005 WHY BILLY COULDN'T LEARN
(COLOR 41 minutes)
Shows children now being helped in the public schools of California in special classrooms for educationally handicapped minors. Signals the dawn of a new educational age for neurologically handicapped children.

SE-0006 I'M NOT TOO FAMOUS AT IT
(B & W 28 minutes 1969)
Discusses children with learning disabilities. Explaining that while they are not mentally retarded, they cannot survive in normal educational channels, nor can they achieve in later life the equivalent of their intelligence quotas. From the Learning Series.

SE-0007 TEACHING THE WAY THEY LEARN
(B & W 28 minutes 1969)
Explains that certain learning disabilities limit specific skills, pointing out that a student may speak well but read poorly. Shows how teachers at the Learning Center in Montreal attempt to combine as many disciplines as possible into each activity. From the Learning Series.

SE-0008 OLD ENOUGH BUT NOT READY
(B & W 28 minutes 00)
Discusses the problem of certain children who are not ready for school at the age of six. Points out that there is every reason to believe that if learning disabilities are detected early enough, subsequent poor achievement could be alleviated or even avoided with specialized training. From the Learning Series.

SE-0009 IT FEELS LIKE YOU'RE LEFT OUT OF THE WORLD
(B & W 28 minutes 1969)
Shows what it is like to suffer from a perceptual handicap. Points out various behavior problems that are probably caused by the disability itself and interviews parents of children suffering from such a handicap.

SE-0010 IS IT ALWAYS RIGHT TO BE RIGHT?
(COLOR 8 minutes 1970)
Presents a parable told by Orson Wells which highlights the centers of diversiveness in our society - The Generation gap, war, poverty and race. Focuses on these topics and interlaces animation and live-action sequences. Designed to provoke lively discussion without alienating any group.

SE-0011 SPECIAL EDUCATION PLACEMENT AND THE LAW
(B & W 18 minutes 1972)
Deals with the topic of the legal implications of Special Education evaluation and placement for Mexican-American and Black minorities particularly as it relates to the constitutional provisions of due process and equal protection.

SE-0012 UNWANTED PUPILS, THE
(B & W 10 minutes 1971)
Deals specifically with a series of incidents showing a teacher requesting a pupil put into Special Education another teacher complaining because she always gets the Special Education pupil in her class that another refuses to teach, the parent indicating that he will no longer accept his youngster placed in Special Education and a psychologist confirming the student is ready to return to regular classroom.

SE-0013 REALITY OF SUCCESS
(B & W 28 minutes 1972)
Dr. Glasser points out the seven steps to success in teaching and/or counseling the "Identified Failure" in school situations.

SE-0014 QUESTIONS FOR THINKING
(B & W 28 minutes 1972)
Learning and memorizing, says Dr. Glasser, are what our schools have always stressed yet thinking is what we have to do the rest of our lives. He gives 4 types of questioning and explains thinking.

SE-0015 GLASSER ON DICIPLINE
(B & W 29 minutes 1970)
Discusses a new approach to dicipline in schools separated from punishment, and relates it to discipline at home.

SE-0016 SPEECH AND HEARING DISORDERS: BOICE & RESONANCE
(B & W 20 minutes 1972)
This film on voice protrays a type of deviant communication. Provides information about the respective disorder either from the content of a subjects verbalization or from his characteristic manner of verbalizing.

SE-0017 SPEECH & HEARING DISORDERS: LANGUAGE
(B & W 20 minutes 1972)
This film on language protrays a type of deviant communication. It provides information about the respective disorder either from the content of a subject's verbalization or from his characteristic manner of verbalizing.

SE-0018 SPEECH AND HEARING: STUTTERING
(B & W 20 minutes 1972)
This film on stuttering portrays a type of deviant communication. Film provides information about the respective disorder either from the content of a subjects verbalization or from his characteristic manner of verbalizing.

SE-0019 SPEECH AND DISORDERS: ARTICULATION
(B & W 20 minutes 1972)
This film on articulation provides information about the respective disorder either from the content of a subject's verbalization or from his characteristic manner of verbalizing.

SE-0020 NOW IT'S MY TURN (A)
(COLOR 12 minutes 1972)
Explains Plan A - Comprehensive Special Education Program in Texas.

SE-0020 NOW IT'S MY TURN (B)
(COLOR 12 minutes 1972)
Same as A

SE-0021 GROWTH OF INTELLIGENCE IN THE PRESCHOOL YEARS
(Color 30 minutes Teacher Training)
The growth of thinking processes in the preschool years is the basis for this film. Children from 3 to 6 years of age are presented with task which reveal how they are thinking as they sort objects, put them in one-to-one correspondence, or arrange them in order of size. The interview material is used not only to illustrate developmental changes, but also to clarify certain Piagetian terms.

SE-0022 CONSERVATION
(COLOR 28 minutes Teacher Training)
Children between the ages of 5 and 12 are presented in individual interviews with tasks using the standard procedures developed by Piaget. The tasks involve conservation of quantity, length, area and volume. The characteristics of thought for pre-operational to formal are identified.

SE-0023 CLASSIFICATION
(COLOR 17 minutes Teacher Training)
Children are shown at several developmental stages responding to tasks which highlight a different mental operation essential such as multiple classification, class inclusion and hierarchical classification.

SE-0024 FORMAL THOUGHT
(COLOR 32 minutes Teacher Training)
This film illustrates tasks that challenge the thinking of secondary school students. The tasks involve proportional reasoning, separation of variables, combinatorial logic and the integration of these in an analysis of an balanced beam with weights.

SE-0025 A MATTER OF INCONVENIENCE Color 10 Min

On the slopes of Lake Tahoe, Nevada, we will meet an unusual, enthusiastic group of young people. They are skiers. They are also blind or amputee. They refuse to accept the stereo-type of "helpless" and in so doing illustrate the difference between a disability and a handicap.

SE-0026 DISTAR READING I - #1 SYMBOL ACTION GAMES & BLENDING - SAY IT FAST 15 Min
B & W

A teacher training film demonstrating teacher techniques for DISTAR - The purpose of Symbol Action Games is to prepare the children for reading from left to right. The purpose of Blending-Say It Fast exercises is to teach the children that words consist of parts and that a world can be identified by saying the parts at a normal speaking rate.

SE-0027 DISTAR READING I - #2 BLENDING & SPELLING BY SOUNDS -- RHYMING -- SYMBOLS-- SAY IT FAST B & W 16 Min

A Teacher training film demonstrating teacher techniques for DISTAR - The purpose of Blending-Spelling by Sounds exercises is to teach the children to "spell" words by sounds. The purpose of the Rhyming exercises is to make the children more aware of the parts of words and of the similarities and differences between words. The purpose of Symbols-Say it Fast exercises is to prepare the children for reading the Take-Home Stories.

SE-0028 DISTAR READING I - #3 SOUND S AND SOUND-SLIDING B & W 20 Min

The purpose of Sounds exercises is to teach the children to identify the sound represented by a printed symbol. The purpose of the Sound-Sliding Games is to provide a transition from symbol identification tasks in the Sounds exercises to word reading in the Reading Sounds exercises to word reading on the Reading Sounds exercises.

SE-0029 DISTAR READING I - #4 READING SOUNDS AND IRREGULAR WORDS B&W 9 Min

The purpose of the Reading Sounds exercises is to teach the child to read individual words. The purpose of these exercises is to teach the children to read words that do not have regular sound-spelling correspondence.

SE-0030 DISTAR READING I - #5 BLENDING SHEET - SOUND-SYMBOL SHEET - STORIES 48, 58, & 65 B & W 20 Min

The purpose of the Blending Sheets is to reinforce the skills the children learned in the Blending-Say it Fast exercises and to reward them for working hard. The purpose of the Sound - Symbol Sheets is to teach the children how to write the symbols for the sounds they have learned in the Sound exercises. The purpose of the Take-Home Stories is to teach the children to read fluently and with understanding.

SE-0031 DISTAR READING I - #6 STORIES 78, 90, and 103 -- WORKSHEET 32 and 140
B & W 20 Min

Demonstrates the teacher techniques for Take Home Stories - #78, 90, 103 and Worksheet 32 and 140.

SE-0032 THEY CAN LEARN Color 15 Min

In clear, concise language - free of the specialists jargon - many of the most frequently heard questions are answered. What is learning disability? Where do disabilities usually show up? What are the characteristics of a learning disability? Are there tests for these problems? What can be done for these children in the regular classroom? Filmstrips related to this film can be secured through SEIMC.

SE-0033 COGNITIVE DEVELOPMENT Color 20 Min

Piaget's maturational stages of development and their practical implications are contrasted with learning-based theory and practices. Developmental Psychology Today Film Series.

SE-0034 EMOTIONAL DEVELOPMENT: AGGRESSION Color 19 Min

This film is an evocative probe into the roots of aggression. The film premise is that the potential for humans to behave aggressively may be innate, but that the nature, form, timing, and extent of aggression depend greatly on learning; also explores the relationship between individual aggression and the collective aggression we call war. Developmental Psychology Today Film Series.

SE-0035 LANGUAGE DEVELOPMENT Color 20 Min

An animation sequence blended with a montage of actual sounds takes us through the early months of an infant's crying, cooing, babling, and echolalic utterances into words. Includes a visit to the laboratory of Dr. David Premack where chimpanzees are trained to manipulate plastic symbols to perform basic language functions.

SE-0036 TECHNIQUES OF NON-VERBAL PSYCHOLOGICAL TESTING Color 19 Min

This is a story of a six year old child with a speech problem who is handicapped by lack of effective verbal communication eventhough he is apparently a normal child in other areas of intellectual functioning. The film, in a flash-back fashion, demonstrates how an infant, already at six weeks can be evaluated developmentally by means of the Gesell Scales.

SE-0037 SPECIFIC LEARNING DISABILITIES: EVALUATION Color 28 Min

Follows two learning-disabled children through a series of evaluative tasks to determine their learning strengths and weaknesses, giving teachers a practical understanding of evaluative techniques; interprets evaluation results and identifies optinal patterns for learning; relates parent's perceptions of their children's problems; presents relevant neurological and psychiatric information.

SE-0038 SPECIFIC LEARNING DISABILITIES: REMEDIAL PROGRAMMING Color 31 Min

Describes how information gained through evaluation and observation can be translated into appropriate individualized remedial planning; follows one child from film #2 into the classroom and through remediation; presents and discusses remedial techniques and procedure which teachers can use in the classroom.

SE-0039 A CHILD IS A CHILD Color 7 Min

This film shows children with handicaps integrated with non-handicapped children in the preschool laboratory at California State University--Northridge. It shows that the trend toward special education for children with handicaps has gone so far that many educators tend to lose sight of the fundamental fact that a child is a child.

SE-0040 EVERY CHILD A WINNER Color 14 Min

This film helps people discover what PE educators have known for years; a positive self-concept is absolutely essential to mental health and happiness. The film depicts how physical education--from the early years into adulthood--helps individuals attain self-confidence through lifetime sports skills and other physical activities which promote strength and endurance.

SE-0041 TRY ANOTHER WAY (3 films) Color 27 Min

A series of three training films with the philosophy "Try Another Way" which will represent a totally self-contained training program for teaching complex assembly tasks to severely handicapped people, including all levels of retardation. Film #1 Task Analysis, #2 Content and Process, #3 Formats for Single Pieces of Learning.

SE-0042 GENESIS Color 25 Min

This is not a documentary film about mental retardation. It teaches how to train basic self-help skills...dressing...eating...toileting. By following the step-by-step procedures carefully detailed in the film, anyone can successfully learn to teach the mentally retarded. The Step Behind Series.

SE-0043 ASK JUST FOR LITTLE THINGS Color 20 Min

This is a sequel to Genesis, graduating from self-help skills to life skills. Life skills provide the retarded child with a larger repertoire of behaviors which enable him to function more fully in our everyday society. Three life skills, ambulation, personal hygiene, and attending are taught. The Step Behind Series.

SE-0044 I'LL PROMISE YOU A TOMORROW Color 20 Min

This final film in the Step Behind Series is carefully designed to teach anyone the basic concepts of preparing the child for a special education setting in the community. The viewer is shown how to teach three addtional necessary life skills--communication, direction following, and group participation.

REGULAR EDUCATION INSERVICE (MAINSTREAMING)

RESOURCE LIST

PROFESSIONAL BOOKS
(Available in SEIMC)

GENERAL

Mainstream Currents: Reprints from Exceptional Children 1968-74
Council for Exceptional Children
Grace J. Warfield

Mainstreaming Handicapped Students: A Guide for the Classroom Teacher
Allyn & Bacon
Turnbull and Schulz

Mainstreaming: Origins and Implications
Council for Exceptional Children
Maynard C. Reynolds

Making It Work: Practical Ideas for Integrating Exceptional Children Into Regular Classes
Council for Exceptional Children
Barbara Aiello

Observation of Pupils and Teachers in Mainstream and Special Education Settings
Learning Training Instruction
Richard Weinberg and Frank Wood

Psychological Consultation Helping Teachers Meet Special Needs
Leadership Training Instruction
Clyde Parker

Teacher, Please Don't Close the Door - The Exceptional Child in the Mainstream
Council for Exceptional Children
June B. Jordan

THE LAW, POLICIES AND PROCEDURES

The Map, The Mission and The Mandate
Educational Resources Center

Texas State Policies and Procedures
Texas Education Agency

Flow Process of the Child-Centered Educational Process for the Handicapped and Administrative Procedures for Implementation of Federal and State Legislation Regarding the Education of Handicapped Children
U. S. Department of Health, Education and Welfare

HANDICAPPING CONDITIONS

Hearing Impaired Children in the Mainstream
Leadership Training Institute
Jack W. Birch

Mainstreaming: Educable Mentally Retarded in Regular Classes
Leadership Training Instruction
Jack W. Birch

Special People
New Jersey Association for Children with Learning Disabilities
Arnold Sackmony and Roger Zeene

Supporting Visually Impaired Students in the Mainstream
Leadership Training Institute
Glenna Martin and Mollie Hoben

Your Handicap: Don't Let It Handicap You
Simon Schuster
Sarah Splaver

INDIVIDUALIZED EDUCATION PROGRAM

Behavioral Objectives: A Guide for Individualized Learning
Cambridge Book Company

Meet Series, TARC Assessment System, Writing Instructional Objectives
H & A Enterprises, Inc.

DAILY ACTIVITIES

Change for Children
Goodyear Publishing Co.
Kaplan, Kaplan, Madsen, Taylor

Mainstreaming Language Arts and Social Studies
Goodyear Publishing Co.
Adams, Coble, Hounshell

Mainstreaming Science and Math
Goodyear Publishing Co.
Adams, Coble, Hounshell

Mathmatters
Goodyear Publishing Co.
Souviney, Keysen, Sawer

Reaching Teenagers
Goodyear Publishing Co.

The Reading Corner: Ideas, Games and Activities for Individualizing Reading
Goodyear Publishing Co.
Harvey Torgan

Teacher's Choice
Goodyear Publishing Co.

Teaching Early Reading
Division of Education
Ohio Renewal and Redesign Center

Teaching Reading to Children with Special Needs
Allyn and Bacon

Using Learning Centers with Not-Yet Readers
Goodyear Publishing Co.
Davidson and Steely

TRAINING OF NON-HANDICAPPED STUDENTS ABOUT HANDICAPPED

Kids Come in Special Flavors
Special Flavors

Four kits with various simulations for the regular student in order to understand and develop a more positive attitude toward the handicapped.

Read Aloud Books for the entire class on various handicapping conditions. Aides in developing more positive attitudes.

Summer of the Swans, Viking Press
Follow My Leader, Viking Press
Bow Island, Delacorte Press
Handtalk: An ABC..., Parent's Magazine Press
Howie Helps Himself, Albert Whitman & Co.
Apartment Three, Macmillan, Inc.
Take Wings, Little, Brown & Co.
The Purple House, Thomas Nelson, Inc.
Special People, New Jersey Association for Children with Learning Disabilities
Kelly's Creek, Thomas Y. Crowell Co.
Your Handicap: Don't Let It Handicap You, Julian Messner
Whales to See the..., Doubleday & Co.
Trumpet of the Swan, Harper & Row, Publishers
Don't Feel Sorry for Paul, J. B. Lippincott Co.
A Racecourse for Andy, Harcourt Brace Jovanovich

(Note: For annotations, see book lists under Handicapping Conditions in the Regular Education Inservice Training Manual)

READING

Initial Learning with Laughter - 30 Kits
Scott Education Division

Kits promote fun with reading through cartoons. First two kits cover entire alphabet. Kits 3-20 cover initial consonants, 21-22 initial digraphs, 23-27 consonant-vowel-consonant patterns, 28-30 sight words. Each kit contains a color filmstrip, a cassette, a Teacher's Guide, a poster and a game or manipulative. Kits:

Alphabet
ABC-1 ABC-2

Initial Consonants

B	F	J	M	R	V	CH & WH
C	G	K	N	S	W	SH & TH
D	H	L	P	T	Y&Z	

Vowels
Short A Short I Short U
Short E Short O

High Frequency Words
I, SEE, THE, IN, HERE, IS, FOR, A, YOU, AND, TO, WE, LIKE, I (repeated)

Reading Incentive Program
Bowmar Publishing Company

High interest subjects and informal language are combined in this series to attract and hold attention of students of a wide range of abilities. Easy-to-read vocabulary. Reading range grades 3-5. Series contains books, sound filmstrips, spirit master skills and teacher's guide. Topics for program:

Drag Racing	Custom Cars
VW Bugs	Dune Buggy Racing
Motorcycles	Minibikes

Monster Series - Sets I, II
Complete Monster Sound Filmstrip
Bowman Noble Publishers

Monster stories appeal to children of all ages and levels. Motivating and supportive when used with any reading or language development program.

Set I 10 of each title, 120 books
Set II 10 of each title, 120 books

Monster Sound Filmstrips - helps introduce the story to the entire class. Twelve filmstrips with 12 audio cassettes.

Spiral I Reading Kit
Continental Press

High interest, low vocabulary. Junior high. Readability 2.0-3.5
An individualized, self-pacing, self correcting supplementary reading program. Self instructional exercise to improve reading skills.

Titles:

Superstar	Broken Bottle
Unlucky 13	How I Got My Car
The Manfish	Hey Champ
The Chimp Lady	The Death Trap
The Amazing World of Sports	Job Facts
The Nightmare that Came True	The Abominable Snowman

Turn and Read
Childcraft

All wood hand operated reading device which increases student's awareness of word families. Consists of two letter wheels and two word-part blocks. Introduces and reinforces rhyming words.

Build-a-Word Lower:Upper Cases
Childcraft Educational Corporation

A different letter is imprinted on each of the four sides of this set of 24 cubes. Interlocking letters provide practice in spelling, alphabetizing and grouping.

MOTIVATIONAL GAMES

Easy Reading Wheel - Level 1, 2, 3

Level 1 offers 28 word-matching games for pre-primer and primer.
Level 2 is designed for primary-aged children in regular classes and older children who need practice in word recognition and reading.
Level 3 - 43 games involving second-grade level words selected from major reading vocabulary lists

Reading Wheel: Consonants and Vowels
Teaching Resources Corporation

80 motivating games designed for students up to third grade. Grouped according to initial consonants, initial vowels, initial consonant blends, initial and final consonant digraphs, configurations.

Fokes Sentence Builder Expansion Kit
Supplement to Fokes Sentence Builder
Teaching Resources Corporation

This kit provides three additional categories: WHOSE, HOW, WHEN
Specific sequences of lessons are suggested and completed.

Singulars and Plurals - Set I, Set 2
Teaching Resources Corporation

Singular and plural forms of nouns are illustrated in these picture cards. Regular and irregular are included.
Set 1 contains 35 pairs of picture cards
Set 2 contains 25 pairs of picture cards

Word Recognition - Using Phonics Series
Media Materials Inc.

The 20 lessons in this series are designed to aid the student in establishing letter-sound associations. Contains audio cassette, pretest, post tests and activity sheets.

Some lessons are:

Short "i"	Initial Consonant Blend: Part 1
Short "o"	Blends: Part 2
Short "u"	Blends: Part 3
Short "a"	Final Consonant Blends
Short "e"	Consonant Digraphs
Long "i"	Vowel Digraphs
Long "o"	Vowel Dipthongs
Long "u"	

HANDWRITING

Cursive Writing Development
Teaching Resources Corporation

A complete cursive writing program to be used developmentally or diagnostically. Program includes worksheets, tactile finger-tracing cards, spirit masters, games and activities.

MATH

Math Zingo
Teaching Resources Corporation

A series of bingo-type games aimed at developing student's basic number facts. Each game includes:

25 playing cards	1 LP record
scoring sheet	1 mastering
addition	individual markers
more addition	multiplication
subtraction	more multiplication
more subtraction	division
	more division

Clock Stamp
Teaching Resources Corporation
Rubber-stamp clock face has numerals in their correct positions.

Clock Match-Ups
Teaching Resource Corporation
Four wooden trays with 24 clock faces on plastic tiles. Clocks' faces show time on the hour, half-hour and quarter-hour, ten minutes and five minutes before the hour. Various small group games to reinforce time-telling skills.

Coin Stamps:Heads
Coin Stamps:Tails
Teaching Resources Corporation
Rubber stamps of coins mounted on wood

Money Cubes
Teaching Resources Corporation
A set of four plastic cubes: one with life-size pictures of coins, one with printed coin value, one with the word and a fourth with a write-on surface.

Games and Activities Suggested

TR Coins and Bills
Teaching Resources Corporation
96 cardboard coins and 48 paper bills for students who need reinforcement in money related skills.

Math Wheel: Addition and Subtraction
Teaching Resources Corporation
Math wheels provide 80 motivational games designed for two players. The games reinforce quantity-symbol associations and basic number facts in addition and subtraction. Grades 1-3

Math Wheel: Multiplication and Division
Teaching Resources Corporation
Math wheels provide 80 motivational games designed for two players. The games reinforce quantity-symbol associations and basic number facts in multiplication and division. Grades 3-6

Time Bingo
Teaching Resources Corporation
Games for small or large groups with a total of 30 Bingo cards, each showing five clock faces at various levels of difficulty.

Digitor Learning Arithmetic Module
Mini Computer
Includes programmable mixed operations mode and response-time controls for selecting how fast students must compute the correct problem answer. Digitor Learning Guide.

SE-0061 SPECIAL EDUCATION FOR THE HANDICAPPED: LIKE ME, LIKE YOU — A — C-21 Min.
Special Education - Teacher Inservice — (EBE) — 1977

Dr. Cruickshank discusses the status of special education in recent years and, in light of PL 94-142 stresses the importance of inservice training, continuing education for parents and community members, and the development of new and innovated educational materials. Included are 3 films from the series that illustrate the philosophy that people are more alike than they are different, have the right to function as independently as possible, and benefit from exposure to others.

SE-0062 DOING THINGS TOGETHER (Prosthetic Hand) — P-I — C-6 Min.
Special Education - Student — (EBE) — 1977

Initiates awareness of orthopedic conditions. Steve, who has a prosthetic hand, meets Martin at an amusement park. Martin notices Steve's hand immediately and asks several questions about it. Once Steve shows Martin how the hand works and that there's nothing to fear, they become good friends. Each is delighted to show the other that he excels at one of the amusement park games.

SE-0063 EVERYONE NEEDS SOME HELP (Hearing and Speech Impairments) — P-I — C-7 Min.
Special Education - Student — (EBE) — 1977

Initiates awareness of various handicapping conditions dealing with hearing and speech impairments. The kids decide to hold a swap meet. Shelly, who is deaf, plans to make Play-Doh sculptures; Jill plans to make necklaces; but it's Manuel, a stutterer, who surprises them all by singing; If you do your best, you'll feel good about you.

SE-0065 IT'S UP TO ME (Asthma) — P-I — C-7 Min.
Special Education - Student — (EBE) — 1977

Initiates awareness of asthma as a handicapping condition. Scott, a member of the talent show's acrobatic group, suddenly rushes from the stage to get medicine for his asthma. Angry at first, his friends adjust to Scott's condition but later when Scott runs away from Jill's kitchen the kids tease him about his fear. The school nurse explains that if we really care for our friends, we must help them take care of themselves.

SE-0069 SEE WHAT I FEEL (Visual Impairment) — P-I — C-6 Min.
Special Education - Student — (EBE) — 1977

Initiates awareness of blindness as a handicapping condition. Laura, who is blind tells her friend about the trip she took to the zoo with her parents. Laura describes the animals and the goings-on at the zoo in her own special way--through her senses of smell and touch and the sounds she heard.

SE-0064 I CAN DO IT (Orthopedic Handicapped) — P-I — C-6 Min.
Special Education - Student — (EBE) — 1977

Initiates awareness of an orthopedic handicap. Tommy, who uses double braces to walk, goes to the pet store to buy a present for his parakeet. He is shopping by himself for the first time, and while struggling to get around some boxes so that he can join his friends across the room, Tommy falls, he gets up without aid and later helps an older man buy a present for his niece's pet.

SE-0071 WHY ME? (Orthopedic Handicapped P-I C-7 Min.
Special Education - Student (EBE) 1977

Initiates awareness of an orthopedic condition requiring double braces and crutches. Tommy, who needs double braces, is told by his parents that he must give up his trip for summer camp to go to the hospital for an operation on his legs. Distraught and bitter, he enters the hospital where he meets a new friend, who weeks later, he teaches how to swim.

SE-0068 LET'S TALK IT OVER (Epilepsy) P-I C-6 Min.
Special Education - Student (EBE) 1977

Initiates awareness of epilepsy as a handicapping condition. Sandy, an epileptic, blanks out at a crucial moment during kickball game and causes her team to loose. The coach urges Sandy to explain her condition to her teammates, who decide that Sandy's friendship means more to them than winning the game.

SE-0066 LET ME TRY (Mental Retardation) P-I C-5 Min.
Special Education - Student (EBE) 1977

Initiates awareness of mental retardation as a handicapping condition. The kids have gathered in Martin's backyard to build a treehouse, and Billy has brought along his mentally retarded sister. When they all go inside to have a snack, Martin's overly protected grandmother insists that it's unsafe for her to play outside with the others. After a talk with the child's parents, the grandmother sees that being with other children helps Wendy learn. Like You, Like Me Series

SE-0070 WHEN I GROW UP (Career Education) P-I C-6 Min.
Special Education - Student (EBE) 1977

Sidney and Shelly invite their friends to a costume party. Their guests are to dress themselves as the grown ups they would like to be. Sidney dresses as a scientist; Laura, who is blind, dresses as a telephone operator; Steve, who has a prosthetic hand, comes as a farmer; and Tommy, who walks with braces, solicits votes as the town's future mayor.

SE-0067 LET'S BE FRIENDS (Emotionally Disturbed) P-I C-6 Min.
Special Education - Student (EBE) 1977

Disturbance. Margaret, who is emotionally disturbed, reacts rudely when her teacher temporarily leaves the room in charge of Shelly, who is deaf. Despite her hurt feelings, Shelly and her friend, Jill, follow the teacher's advice to help Margaret in a way that they can--with their friendship.

SE-0074 FEELING FREE: LAURIE I-J C-14 Min.
Special Education - Student (Scholastic Magazine Inc.) 1978

Although Laurie is blind, she is very independent and works at developing her self-confidence.

SE-0073 FEELING FREE: JOHN I-J C-13 Min.
Special Education - Student (Scholastic Magazine Inc.) 1978

John has dyslexia which gives him problems in reading and spelling. It doesn't affect his work in other subjects and John is confident of his other abilities.

SE-0072 FEELING FREE: HOLLIS I-J C-13 Min.
Special Education - Student (Scholastic Magazine Inc.) 1978

Hollis is a ten-year-old boy who has cerebral palsy since birth. He explains the nature of his disability and shares his experience of what it means to be different.

SE-0075 FEELING FREE: GROWING UP I-J C-15 Min.
Special Education - Student (Scholastic Magazine Inc.)

Unites the children who appear in the other films of this series and in a group discussion they talk about their career goals, and the interaction brings up many of their strong feelings about changing their identities, their strengths and weaknesses.

SE-0076 IN A CLASS BY HIMSELF A C-29 Min.
Teacher Inservice - Education (Media Five) 1975

A documentary about the change to open education and how it is being accomplished and received in a number of public schools in Ohio. The logic philosophy and day to day details of successfully creating an informal classroom are explored by administrators.

SE-0077 REALITY THERAPY APPROACH SCHOOL DISCIPLINE A C-29 Min.
Teacher Inservice - Education (Media Five) 1974

Features Dr. William Glasser and selected documentary film of teachers in various schools who are successfully using Reality Therapy to achieve effective school discipline. Describes the 7 steps of Reality Therapy and 5 step approach to school discipline.

R-02794 A DAY IN THE LIFE OF BONNIE CONSOLO I-J-S-CA C-17 Min.
Guidance-Psychology - Teacher (Barr) 1977

Bonnie is a most unusual and inspirational woman--a person who was born without arms, yet leads a normal and productive life. The film follows her through her normal daily routines.

SE-0055 THE CURB BETWEEN US I-J-S-C C-16 Min.
Special Education - Student

A film that helps discover the real meaning of life and true values of friendship. Shows how a healthy young man builds his life after an accident which places him among the thousands of disabled persons.

CAMPUS TRAINING KITS

LAW, POLICIES AND PROCEDURES

The Public Law Supporting Mainstreaming
Teaching Resource Corporation

Multimedia series offers complete workshop program on the successful implementation of the programs mandated by PL 94-142 and the law's implications. This series includes a Leader's Guide, Participant's Manual, Series Book, Audio-Cassette and filmstrip in a cartoon format. It is an appealing, very informative, relaxed presentation geared to audiences of both regular and special education.

Child-Centered Process - Transparencies
Texas Education Agency

Adapted from the booklet "Flow Process of the Child-Centered Educational Process for the Handicapped and Administrative Procedures for Implementation of Federal and State Legislation Regarding the Education of Handicapped Children." All-encompassing presentation.

HANDICAPPING CONDITIONS

A Listening Course in Learning Disabilities
Media Informational Systems

Recordings deal with specialized aspects of caring for the child with a learning disability or a neurological handicap. Six LP records include:

- A Lonely World
- Educational Aspects of Learning Disabilities
- Medical Aspects of Learning Disabilities
- Teaching in a Psycho Educational Setting
- Autism Part 1
- Autism Part 2

LPs are specific

A Listening Course in Exceptionality
Media Informational Systems

A collection of documentary cassette recordings introducing the listener to many exceptionalities. Explores specific areas and includes the voice of exceptional children, parents, teachers and authorities. Seven cassettes contained in course:

- Special Children - Introduction
- The Sound of Their Voices - Mentally Retarded
- The Restless Mind - Gifted Student
- A Lonely World - Neurologically Handicapped
- Days of Shadows - Visually Handicapped
- A Place for Me - Emotionally Disturbed
- The Wall Between - Cerebral Palsy

A Listening Unit on Teaching Special Children
Media Informational Systems

Deals with "who" the special children are as well as "what" can be done for them in training situations. Teaching personnel can immediately come in contact with the issues and techniques found to be beneficial for the training and development of all Special Children. Six cassette tapes include: (Specific)

An Introduction to Teaching Special Children
Theories/Teaching Techniques and the Handicapped
The Educationally Slow Student
Physically Handicapped Student
Visually Impaired Student
Educationally Disabled Student

The Special Needs Child
Media Informational Systems

Deals with the "mainstreaming" needs of the special child. Emphasis is placed upon the development in the regular classroom of appropriate programs that will compliment the integration of handicapped children with normal school activities. In the four audio cassette tapes are the following topics: (Specific)

Let's Talk Together: Communication Skills for the Special Needs Child
Identifying the Special Needs Child: A Guide for Teaching and Resource Personnel
Preparing School Personnel to Assess Learning Behavior: A Critical Examination of the Relationship Between Movement and Learning
Strategies for Action: Teaching Techniques in the Basic Areas of Learning

ASSESSMENT

Individualizing Instructional Programs
Media Informational Systems

A three part series-attention is given to the task of developing a practical diagnostic teaching program with emphasis upon "individualizing" instruction for an optimal effect with disadvantaged or emotionally disabled learners.

Part I - audio cassette tape deals with testing and assessment: its relationship to the learning task.

Part II addresses adapting assessment results to specific subject area needs.

Part III audio cassette tape presents information on instructional correlations and their uses in daily teaching preparations.

Three audio cassette tapes. Specific

INDIVIDUALIZED EDUCATIONAL PROGRAM

"Developing an Individualized Educational Program"
Pathscope Educational Media Inc.

A sequence of workshop activities for staff development which can be used to teach teachers and administrators the concepts and specific skills required for writing sound Individualized Educational Programs. A multimedia program - 6 audio cassettes, 6 filmstrips, trainer's manual. Case study approach.

Individualized Educational Program Package
Special Learning Corporation

A multimedia inservice training program developed to serve both educators and parents. A team plan describes the components needed to construct an IEP. Screening, referral, assessment and placement are described (Part I and II). Part III - a teacher plan focuses on implementation of the plan. Texts on Readings in Individualized Educational Programs, Diagnosis and Placement. Spirit masters in packet. Three audio cassettes and three filmstrips. Good for staff development and inservices.

Individualized Educational Programming (IEP)
Teaching Resources Corporation

A multimedia training series which gives participants practice in constructing an IEP. A Leader's Guide, Participant's Manual, Series Book, Audio Cassette and Filmstrip in a cartoon format. Relaxed and informal presentation but very informative.

Keeping in Touch with Parents
Teaching Resource Corporation

A multimedia training series which trains teachers and administrators on how to build communication skills and develop effective parent teacher relationships. A Leader's Guide, Participant's Manual Series Book, Audio Cassette in cartoon format. Relaxed and informal approach but very informative.

INSTRUCTIONAL RESOURCES/DAILY ACTIVITIES

Approaches to Mainstreaming: Unit 1
Teaching Resource Corporation

Series of four filmstrips and audio cassettes intended primarily for regular classroom teachers who may have little or no background experience with special needs students. Information and suggestions are clearly and simply stated in non-technical terms. Unit 1 contains:

- Individual Differences
- Characteristics of Children with Special Needs
- Organizing Your Classroom
- Handling Behavioral Problems

Very good staff development kit.

Approaches to Mainstreaming: Unit 2
Teaching Resource Corporation

The second part of this mainstreaming series containing four filmstrips and audio cassettes gives information focusing on specific day-to-day considerations and problems that classroom teachers commonly encounter. Unit 2 contains:

Selecting Materials
Adapting Materials
Modifying Your Instruction

Excellent for staff development and inservices.

Classroom Management through Behavior Modification
Media Informational Systems

Behavior Modification is discussed as it relates to classroom management. Four LP records. Specific.

EVALUATION PROCESS

Approaches to Mainstreaming Unit 2
Teaching Resource Corporation

"Evaluating Your Instruction" one audio cassette filmstrip segment from this series covers norm-referenced, criterion-referenced, teacher-made tests and observational techniques.

DAILY ACTIVITIES

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DAILY ACTIVITIES

OBJECTIVE

The regular educator will be able to effectively participate as a team member with special educators in the planning and implementation of daily classroom activities and instructional resources for the handicapped learner in the regular classroom.

Current Strategies for Teachers

Lecture. The teacher-talk strategy; a time honored method that has a place in the modern curriculum.

Discussion. Students can profit from contact with the thinking of teachers as well as that of other students. This method helps teachers provide for both.

Drill and Practice. This well known method to insure specific instructional outcomes is updated to employ teacher creativity and obtain increasing student interest and enjoyment.

Independent Study. A major strategy for individualizing instruction that encourages full use of a variety of learning environments.

Group Investigation. Student committees are helped to work on various aspects of a total group or class study to increase their competencies in group and research skills.

Laboratory Approach. This instructional strategy provides opportunities for individuals to manipulate materials and explore environments that will increase their understandings and skills in specific content areas.

Discovery. Instruction through guided and unguided discovery can contribute to students' analyzing and extending their abilities to solve problems through individual and group inquiry.

The Learning Center. The strategy for providing instructional display areas where educational tasks are organized for the learner with specific objectives in mind, along with established procedures for evaluation.

Current Strategies for Teachers

Simulation. Teachers learn to conduct problem situations and/or games for students in which pupils play roles and respond to relevant but safe situations with an eye toward subsequent transfer of learning.

Behavior Modification. An approach for altering behavior of students that will assist them in being more productive and self-directed.

Performance-Based Learning Activity Package. Learning activity packages are provided for students aspart of the teacher's design to achieve predetermined learning outcomes through appropriately planned individualization of instruction.

Do-Look-Learn. A teaching method that starts with pupil involvement, continues through emphasis on process as well as product, and, hopefully, never really ends for students.

LEARNING CENTERS

AND

INDEPENDENT STUDY

Excerpts from:

Change for Children by Sandra Kaplan, Jo Ann Kaplan, Sheila Madsen, Bette Taylor, Goodyear Publishing Company, Pacific Palisades, California, 1975 (permission granted)

LEARNING CENTERS

RATIONALE

The development and use of learning centers is only one method for individualizing learning. They provide a beginning point but are not intended to be the only source of individualizing instruction. Learning centers become a vehicle for moving students away from teacher-dominated learning experiences and toward student-selected learning activities. Learning centers organize and direct learning experiences for students by allowing freedom while providing structure.

WHAT IS A LEARNING CENTER?

Definition of a Learning Center

A learning center is an area in the classroom which contains a collection of activities and materials to teach, reinforce, and/or enrich a skill or concept.

Key Points for a Learning Center

A learning center must have a variety of activities for the children to do.

The activities within the learning center must cover the range from simple to difficult and from concrete to abstract. This applies to all materials as well.

A learning center should be geared to the abilities, interests and needs of the students within the classroom.

Basic Ingredients for a Learning Center

Every learning center should contain:

- multi-media materials to support the topic, theme, concept, or skill. (filmstrips, books, slides, records...)

- manipulative materials for exploration and discovery.

Every learning center needs the reinforcement of:

- a teacher's introduction to what the center contains and how it can be used.

- a classroom organizational pattern which tells children when to use the center.

Using a Learning Center

For the student the learning center is used as: a self-selected activity for independent study, follow-up exercise for a teacher-taught lesson, an activity in place of a regular assignment, an enrichment activity.

For the teacher the learning center is used as a follow-up for a lesson taught, a small group instruction area, an individualized activity.

A STEP-BY-STEP APPROACH TO CREATING A LEARNING CENTER

1. Select a subject area.
   Example: Reading

2. Determine the skill or concept to be taught, reinforced, or enriched.
   Example: To teach the skill of rhyming

3. Develop the skill or concept into a learning activity; manipulating (cutting, pasting, matching), experimenting (observing, charting, keeping a log), listening or viewing.
   Example: Students will learn about rhyming by listening to a tape of rhymes and matching the rhyming word to the rhyming picture.

4. Prepare the skill or concept into an 'applying activity': filling in, arranging in order, putting together, taking apart, listing, classifying, matching, tracing, writing, locating, or labeling.
   Example: Student will apply the rhyming skill to games or worksheets which ask them to fill in the rhyming words, list words which rhyme and classify words with the same rhyming sound.

5. Incorporate the skill or concept into an 'extending activity': comparing, developing their own, researching, reconstructing, finding what other, or deciding what if.
   Example: Students will extend their skill of rhyming by writing their own poem, finding out about Edgar Allan Poe, or rewriting a nursery rhyme.

6. Place all the games, worksheets, charts, etc. together in one area of the room for children to use in a self-selected manner.

THE TEACHER'S ROLE IN A LEARNING CENTER

Preparing **Introducing** **Encouraging** **Accounting**

The basic assumption when defining the teacher's role in a learning center is that a learning center does not have its own lifeline: it is dependent upon the teacher as a source of energy to keep it alive and functioning.

Teacher Learning Center Checklist

The teacher should prepare all the learning tools, such as worksheets and games, and collect all available resources for the center so that it contains all the necessary equipment for students to discover, learn, and apply the concept or skill for which it was developed.

The teacher should thoroughly introduce the learning center so that they can clearly understand the answers to these questions:

- What can be done at the center?
- How is each activity, game, etc. used?
- Where are the materials necessary for production kept?
- Where are the finished products stored?

The teacher should motivate and encourage students to use the learning center by doing the following:

- adding new activities or materials to the center.
- letting students create their own activities at the center.
- having teacher-directed lessons in small or large groups at the center.
- providing for sharing and teaching among the students who have worked at the center.

The teacher should provide some means for record keeping and evaluating so that both students and teacher can account for time spent and learnings accomplished at the center area.

Does Your Learning Center Have...

How To Teach A Lesson At Your Center

Answer these questions before you teach.

1. What do I want to teach?
2. How will I spark interest for my lesson?
3. What materials will I need to use?
4. What will my teaching steps be?
5. What will students do or make after the lesson?
6. How will I evaluate my lesson?

INDEPENDENT STUDY

WHAT IS INDEPENDENT STUDY?

Defining Independent Study

Independent study is an individualized learning plan which allows the student to process information and create an end product to show what has been learned.

Processing Independent Study Information

Processing information is described as those independent study experiences which the student goes through in order to learn how to learn, such as gathering, applying, translating and synthesizing information. How the information is processed is more important than the content of the material learned.

The Basics of Independent Study

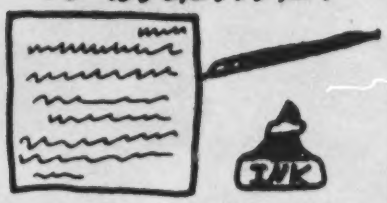
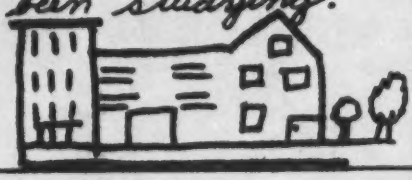
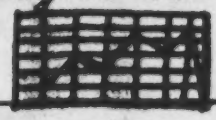
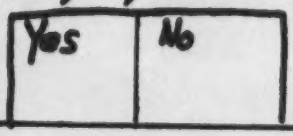
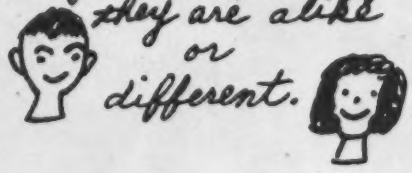
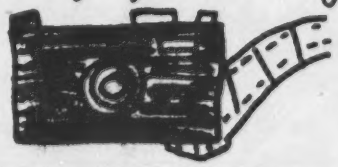
A successful independent study program is dependent on recognizing and planning for these basic elements:

- student self-selection of what is to be studied
- cooperative teacher-student planning of what will be studied and how it will be shown
- alternative ideas for gathering and processing information
- multiple resources which are readily available
- teacher intervention through formal and informal dialogue
- skills integrated with the content area being studied
- time specifically allowed for working and conferencing
- working and storage space
- sharing, feedback and evaluation opportunities
- student recognition for his/her "expertise" and finished project

DEVELOPING AN INDEPENDENT STUDY PLAN

- Selecting and delimiting a subject or topic
- Discussing and brainstorming possible sub-areas and questions
- Formulating key questions or issues to pursue or answer
- Developing a commitment to a plan and a time sequence
- Locating and utilizing multiple resources
- Creating a product from the material learned
- Sharing with classmates the findings from the study
- Evaluating the process and the product from the study and how the time was spent
- Exploring possibilities which could extend the study into new areas of learning

Independent Study Tic Tac Toe

Write... a textbook or workbook. 	**Model...** something to show what you've been studying. 	**Graph...** some part of your study to show change, growth, how many or how few. 
Survey... opinions, feelings, reactions of others to some fact, idea or feature of your study. 	**FREE...** Do something unusual to show what you are studying.	**Fact File...** Collect facts or ideas which are important to you.
Compare... two things from your study. Look for ways they are alike or different. 	**Teach...** a lesson about your study.	**Photograph...** make a photo display or film about some part of your study. 

Cause	Effect
Topic (Ecology)	
Using DDT for insect control	= Brown pelicans becoming extinct

Topic (Boats)	
Types	Uses
tug	pull other boats

Independent Study Starters

In Literature

* Make tape recordings of stories used in class so that some of the students can read along. One teacher had the drama club make tapes of mystery stories and poetry, complete with sound effects and later used them with handicapped learners in mixed groups of normal students in literature classes.

* Pair students for classroom reading assignments. Put an average reader with a poorer reader and rotate the pairs often.

* Have an excellent reader or a student aide from the upper grades read directions and complicated passages aloud to small groups and have the students follow along in their texts.

* Use films or filmstrips as an introduction to classics or novels. Review the plot briefly with the slower students before reading the novel and point out key situations, etc., for them to watch for as they read.

* For students with more severe reading problems, borrow Talking Books For the Blind from your local association for the blind. These materials are now available for students with severe visual perception problems, as well as for visually impaired students.

* Allow poorer readers to prepare projects for younger students. One high school English teacher encouraged a group of students which included two learning disabled students, to prepare an independent reading unit for a local fourth grade class. The students did extensive research, compiled book lists and created a classroom display.

* Utilize outside organizations, i.e., The Big Brothers, Senior Citizen groups or community volunteers to read and review reading assignments with slower students.

In Math

Many slower or learning disabled students fear math problems. In many cases they lack the organizational skills necessary to attack the new material. To help:

* Don't feel you must assign fewer problems. Instead, assign the problems in smaller clusters, i.e., have row 5 do the even numbered problems, etc.

Some Curriculum Adaptations for Handicapped Students in Secondary Classrooms

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* Take a few seconds to draw dotted lines on dittoed work sheets then have students fold the paper along the lines so that they are working on one half or one quarter of the problems at a time. Cutting down on the visual stimuli oftens helps students complete the entire task.

* Have a student helper prepare a math worksheet with wider spacing and fewer problems per page.

* Allow the students to work the problem out, write it down and then use a calculator to check the work. If the student didn't get the problem right, he can ask a specially designated student for help.

* When giving an assignment or a sheet of problems, ask the student to write at the top of her/his paper before beginning to work, how many problems can be done correctly. Let the student work them and discuss with the student whether the goal was met. Gradually proceed to a greater number of problems as each goal is met.

* When working story problems, have the student underline key words and phrases. Then encourage the student to determine what type of problem it is. Do some practice activities here by having the student only determine on a sheet of problems whether he is to add, subtract, multiply, or divide. When the student is confident as to how to proceed, then have her/him do the calculations.

* Put up a chart of "helpful hints for word problems." For example, "what is the total number of..." means add, "how many more than..." means subtract, etc.

* If a sheet of problems contains a variety of operations, emphasize the difference by underlining or circling first all of the multiplication problems, etc. Gradually fade out the clues

* Set up system or a checklist on how to attack a math problem. Post a chart for students to refer to which contains specific steps for solving type of problem. Keep the language on the chart simple and seat the disabled students near the chart.

* One teacher who worked with older students with severe math difficulties created an "adult" number line for the students to use. He decorated the oak tag with race track symbols and had the students move a small magazine picture of a race car along the number line. In this way he was able to teach addition and subtraction of positive and negative numbers.

Some Curriculum Adaptations for Handicapped Students in Secondary Classrooms

In Reading and Study Skills

* Spend a few moments introducing the new vocabulary words necessary to understand any assignment. Go over dictionary meanings and add pictures to words and display them so that students can refer to them when in doubt.

* Create a question box so that students can review words periodically. One teacher kept a colorful "Job Jar" in her class and allowed students to choose an activity for enrichment. For example, when the class was studying about verbs, "Job Jar" selections contained selections such as "Lift four books in one hand," or "Find three magazine pictures of people doing a sport. Write a sentence about what each person in the picture is doing. Underline the verb."

* Using the Fry Readability Index, determine the reading level of your text. If the material is too high for some of your students you must make some adaptations if they are to be successful in your class. Assign portions of assignments to pairs of students or ask the reading specialist in your school or district to gather materials of a lower level for you. Don't expect a student to read and comprehend something above his reading level.

* Guide student's reading with meaningful questions. If questions appear at the end of a chapter, break the questions into groups and ask them following two or three paragraphs of reading. Often when a slower student waits until the end of a long chapter to analyze what she's read, the student becomes confused or doesn't remember back to the beginning. Interspersing questions throughout the chapter or reading assignment can solve this problem.

* Ask students to take a sheet of paper and write down everything that's on their minds. Take only a few minutes to do the writing, then have the student put the paper away and begin on independent work. Often this activity shows students how to clear minds for concentrated effort.

* Provide an outline for students in reading assignments. Note key points and have students initial spaces on the outline to show they've found the point mentioned on the outline.

* Use free moments to allow students to listen to selections of popular music. Select intelligible songs and provide students with sheets of the words. These sheets can contain lyrics in poetry format and the students can read along as they listen to the music. One teacher used a song a day at the end of the period. The students often had lively discussions about meanings of words to songs.

Some Curriculum Adaptations for Handicapped Students in Secondary Classrooms

For Reports

* Allow students to select the form of reporting that is most comfortable for them. Permit them to choose from oral reports, written reports and written or visual displays, charts, etc. When students have chosen a format, provide clear guidelines to be followed for each selection.

* Allow students to report to small study groups and have fellow group members rate a report with a teacher designed checklist. Review checklists and present the comprehensive ones to the entire class as demonstration for further small group work.

* Let students work in small groups to discuss topics. Have students select a reporter to share information with the teacher.

* Require a brief written outline with oral reports. This method helps the student organize his thoughts and gives the teacher an indication whether the student is prepared to share his work orally.

* Allow students to submit variations of the written report. One teacher had students compose a series of captioned illustrations as an adaptation of the written report.

In Social Studies

* Obtain a variety of books on the various topics covered in a particular unit. Include a wide range, from adult to child oriented texts and literature selections on an individual reading table. Allow students to supplement material in the texts with books of particular personal interest and appropriate skill level.

* Utilize films and filmstrips about different areas, countries, etc., in unusual ways. Select frames to show without the sound accompaniment and have the students look for common facts. One teacher used a filmstrip on climate to have the children notice roofs, plant life, and mode of dress and then guess where the action was taking place.

* Extend social sciences to the community. Relate history to older members of the community who have had first hand experience with local history. One teacher uses senior citizens all year round to describe events, wars, and places from a personal perspective. The senior citizens give large and small group presentations and work with slower students on an individual basis.

* Make social sciences as real as possible for your students. Ask local museum and libraries to prepare special mini-exhibits for your class. One teacher requested that the local museum help him with a mini-exhibit on the old west. Together they assembled art work and

artifacts from museum collections and private collections in the community.

* Have students prepare mini history lessons for young children. Small groups of students can create maps, story collections, and small shows depicting historical events. Working with younger children allows slower students to use less difficult reading material in an interesting and helpful fashion.

In General

* Use pictures often on direction sheets. If the students must use tools or implements of any kind, have pictures of these items next to the appropriate step on the direction sheet.

* Color coding is useful when working with tools and implements in Home and Industrial Arts. One teacher uses tape of different colors on the handles of tools. In written directions, pictures of the tools appear, along with the appropriate color. In this way, the students have an extra cue for finding and using the appropriate tool.

* Ask an elementary teacher to lend you a book from the Rebus reading series. This series employs pictures in sentences and gradually phases out the use of this clue. Naturally, the reading material will be too simple, but the format of Rebus can be adapted to direction sheets and worksheets for older children.

* Prepare a small card for the slower students that can be used as an alternative to hand raising when asking for help. Sometimes disabled children are reluctant or embarrassed to ask for help before the entire class. A small card with the words "I need a little help" printed on it can be an unobtrusive way for the handicapped student to request the help she/he needs.

* Use learning centers or activity tables to initiate a unit of instruction. Allow students to work at activities before you begin formal presentations. Observe the choices students make and chat informally with students about the reasons behind their individual choices. In this way, you can discern level of interest and skill before introducing text book work.

* Try to avoid "true-false" tests. They emphasize nuances in language that are very confusing to students with reading difficulties.

Some Curriculum Adaptations for Handicapped Students in Secondary Classrooms

* Allow students to desgin evaluations with you. Permit a combination of oral and written work to serve as the test. Design clear and consistent guidelines for both formats and stick to them. Students appreciate consistent and exacting teachers and handicapped children don't appreciate teachers who let them get by with too little work.

* Ask for Help - no one expects the regular class teacher to go it all alone when a handicapped child is placed in her/his regular class. See the specialist for suggestions. If the student receives resource services, ask the special teacher to share successful strategies with you, borrow some of her/his materials and use them in your classroom.

Secondary Suggestions adapted from: Dr. Sandra K. Boland, "The In-Service Consultor," vol. 3, no. 3, March-April, 1977, Greeley, Colorado, and presented in "Meeting the Mainstreaming Challenge with Barbara Aiello," Learning Institute, 1978, Education Today Company, Inc., Palo Alto, California.

EVALUATION PROCESS

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Utilization of Content

Classroom Observation Modules pp. 3-11

Observation strategies are described and demonstrated to participants in a large group inservice by an educator adept in classroom observational techniques. Further technical assistance is made available to individuals at the school site.

Continuous Progress Grading p. 12

The page delineates rationale and procedure for continuous progress grading. The information is presented at a large group inservice and may be used at the teacher's discretion.

Teacher-Made Test pp. 13-15

The presentor illustrates knowledge gained from the analysis of teacher-made tests.

EVALUATION PROCESS

OBJECTIVE

The regular educator will be able to assist in evaluating progress of the child in the IEP and assist in updating the necessary goals.

CLASSROOM OBSERVATION MODULE

OVERVIEW

Public Law 94-142, Section 121a.540, states that "at least one team member other than the child's regular teacher shall observe the child's academic performance in regular classroom setting. In the case of pre-kindergarten, a team member shall observe the child in an environment appropriate for a child of that age." In providing a comprehensive individual assessment of emotional-behavioral factors the evaluation consists of formally or informally identifying characteristics which manifest in and out of school behavior. Assessment of these factors must include in-school and out-of-school observations. Various observational instruments include behavioral checklists, student interviews, adaptive behavioral scales, and formal projective techniques. (From proposed revisions to Bulletin 711, pages 30 and 46.)

RATIONALE FOR CLASSROOM OBSERVATIONS

Other than being required by law, what good are classroom observations? How effectively can an outside person observe various classroom behaviors and activities?

1. Are behaviors as bad (or as good) as we assume they are?

Johnny engages in out-of-seat behavior, and his teacher scolds him every time he gets up. The teacher says that Johnny is out of his seat all the time! Is this actually true? Since most of the interactions the teacher has with Johnny are the scolding for being out of seat, the teacher only remembers that she has to correct Johnny, what it seems to her "all of the time." An actual classroom observation might reveal that Johnny is out of his seat twice in the morning and twice in the afternoon. This may be four times too many, but hardly "all of the time." So, classroom

observations can validate, or invalidate previously established assumptions about how good or bad a behavior actually is.

2. Are the teaching procedures causing specific behaviors to occur?

Perhaps, Johnny is a little ham. He just wants the teacher to give him a little special attention once in a while. She never seems to interact with him other than the times she scolds him for getting out of his seat. It doesn't much matter to Johnny what kind of attention he gets, just so long as the teacher knows he's there. It is very possible that Johnny is being taught to exhibit out-of-seat behavior for teacher attention. A class observation of the teacher ignoring Johnny's out-of-seat behavior, and giving attention for appropriate behaviors will indicate whether or not the teacher had in fact been reinforcing an inappropriate behavior. Classroom teaching without consequences and/or rewards for appropriate behavior and achievement may create an atmosphere which causes inappropriate behaviors to occur.

3. Are improvements being made?

Say for instance that on its own, Johhny's out-of-seat behavior drops down to only one time in the morning and afternoon. The teacher still scolds Johnny, and if you asked her if Johnny was doing any better, she would probably say no, because to her it seems as if she is still scolding him a lot. An actual class observation would reveal the change in Johnny's behavior. In answering the 2 lead-in questions, classroom observations are good for pinpointing the frequency of specific behaviors by validating or invalidating subjective assumptions; they can help channel specific behavior, and verify whether or not improvements are occurring. A properly trained outside observer can be a great asset in the classroom.

TARGETING CLASSROOM BEHAVIORS

Exactly what is the behavior the student engages in too much, or not enough? Is the behavior social or academic in nature? How do we know when the behavior actually occurs or not? (Handraising demonstration.) We must have a specific behavior in mind, and a precise definition of that behavior. We must have a behavior that is both observable and measureable. There are 5 basic components of a good behavior definition. They are: who, what, where, when, and how?

WHO: what particular individual (student, teacher, etc.)

WHAT: what is the actual behavior to be observed

WHERE: in what environment the behavior occurs and will be observed

WHEN: what time of the day or night, during which class period, etc.

HOW: what constitutes an occurrence of that particular behavior, so that another person would be able to tell whether or not the behavior in fact did occur; the definition of that behavior.

GOOD BEHAVIOR DEFINITION: The number of times Johnny Smith, third grade student, gets out of his seet during a 45 minute math class; out-of-seat being that the entire body must be away from the seat area for 5 seconds or more,

or

The correct number of spelling words written by Sandra Cole during the weekly 20 minute spelling sessions. Correct spelling words being all letters formed correctly and in proper order to reproduce the word after it has been pronounced by the teacher.

OBSERVATIONAL METHODS AND CODING SYSTEMS

We observe and measure to: a. verify actual occurrences of behavior, b. to determine if environment causes the behavior, and c. to determine improvements or the lack of improvements.

When a human observer looks at behavior and makes a record of what he sees as it occurs, he is engaging in observational recording. There are several types of observational recordings.

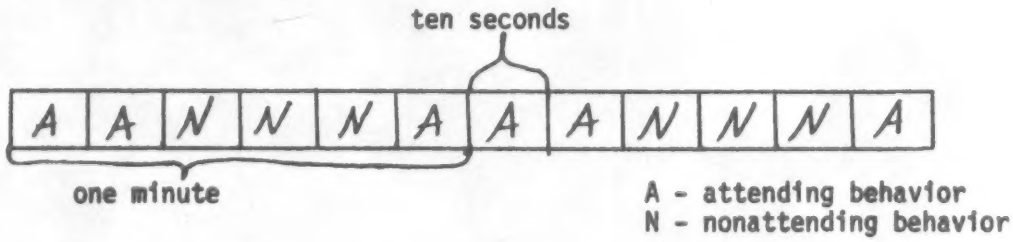
VARIOUS TYPES

1) Continuous Recording. This is sometimes called an anecdotal record. The observer attempts to write down everything as it happens. One advantage of this technique is that many classes of behavior can be included. A disadvantage is that it takes a great deal of time on the part of an observer. In addition, it is impossible in most situations to record everything that occurs. Therefore, continuous recording is usually impractical for extended data collection.

2) Frequency Count or Event Recording. One of the most practical and useful observation procedures is frequency counting or event recording. An observer using this procedure merely counts the number of discrete events of a certain class of behavior as they occur during a given time. For instance, a teacher may count the number of times a certain pupil participates in class discussion during a class. Frequency counting is a simple procedure which usually does not significantly interfere with ongoing tasks. It also produces a numerical output that is easy to graph and record. Teachers, parents, students and others often find it convenient to tally events as they occur, using a pencil on a note pad or a piece of masking tape on the wrist or on a pupil's desk.

3) Duration Recording. It is sometimes more important to know how long a behavior lasts than to know how often it occurs. For instance a child might suck his thumb only once a day but his thumbsucking might last several hours. Duration recording is used if the elapsed time of a behavior is recorded during a specific observation period. A stopwatch is usually the most efficient tool for making duration recordings. Clocks and conventional watches can be used in situations where less precise measurements are sufficient.

4) Interval Recording. Interval recording has been used in many research studies in which there are on-going behaviors. Interval recording is used to record whether or not a certain behavior occurs during a specific period of time such as arithmetic instruction, five minutes of reading, one class period, etc., etc. In interval recording, each observation session is divided into equal time periods. The observer then records the occurrence or non-occurrence of behavior during these intervals. In the illustration below, the observer has recorded whether or not a child attended appropriately to an assigned task during ten-second intervals of a two-minute observation period.



The observer wrote A during six intervals and N in the other six. The student observed attended during six (50 percent) of the 12, ten-second intervals.

The chief advantage of the interval recording method is that it indicates both the relative frequency and the duration of the behavior observed. By adding a second or third row of recording squares the observer can record a number or behaviors simultaneously. An important disadvantage of the interval recording method is that it usually requires the undivided attention of the observer.

5) Time Sampling. This technique is similar in some respects to interval recording except that it does not require continuous observation. It is more convenient to use in most cases than either interval or duration recording. In Time Sampling the observer records behavior only at the end of a time interval. For example, a teacher might wish to record a child's study behavior during a science period. In time sampling, the observation time would be divided into intervals.

In the example below, a 30-minute observation period was divided into ten, three-minute intervals. The observer recorded the behavior only at the end of the intervals, that is once every three minutes. At the end of each three-minute period the observer looked at the subject and recorded whether the behavior was occurring at that instant.

30 minutes

Minute	3	6	9	12	15	18	21	24	27	30
Behavior	A	A	N	N	N	N	N	N	A	A

A = Attending
N = Nonattending

In the example above, the time sample record shows that the student was attending at the end of the first three-minute interval, and again after six minutes. At the end of the next six three-minute intervals, however,

he was not attending although he was again attending at the end of the 27th and 30th minutes. Thus the record shows the student was attending four out of ten (or 40 percent) of the times the teacher sampled his behavior to see if he was working on assigned tasks.

Although time samples are frequently made at equal intervals it is sometimes more practical to sample at irregular intervals throughout the time sampling observation sessions.

Time sampling is a most useful technique for measuring ongoing behavior. Unlike duration and interval recording, it does not require the observer's continuous attention. (When possible most observers make five or ten samples per observation session. This makes it easier to compute percent.)

6) Placheck. This stands for planned activity check. This technique is used for group observation. You know how many students are in a particular class. Say the activity is an art, cutting and pasting project. Let's say that there are 10 children in the class. At a given interval, after complete art instructions have been given, you count how many of the 10 students are actually engaged in the behavior, there are 6. Now you divide the number of students actually engaged in the behavior (6) by the total number in the class (10). $6 \div 10 \times 100 = 60\%$ of the children engaged in the behavior at that time. Placheck has the advantage of being a quick simple group observational technique, but again, it is only a sampling of a behavior.

Problems in measurement. There are several things to remember to avoid having problems with measuring. 1) Pick a socially or educationally significant behavior. 2) Write down the definition of the behavior. 3) Be

specific, don't take on too much at one time, start with one behavior in one child. 4) Use a measuring technique which is easy to use. 5) Make sure the behavior will be able to occur in the environment where measurement will take place. 6) Always measure at the same time and place, and 7) always measure before implementing a treatment strategy.

In <u>developing your own observational system</u> consider all of the following:

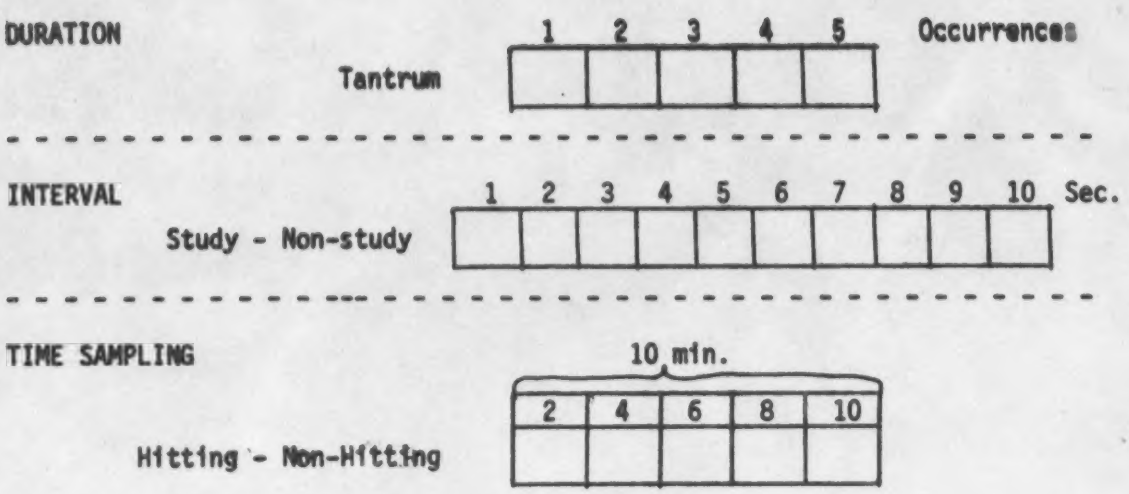
1. Make an observational definition of the behavior
2. Determine the conditions under which the behavior will be observed
3. Determine which data recording technique should be used, (event, duration, interval, etc.)
4. Describe how the data are to be collected, including methods, observer's specific responsibility, and the coding of the particular data recording instrument.
5. Describe the reliability of the observational data
6. Put tabulated data into a graph
7. Describe the graph, showing record of the behavior in terms of changes and general trends.

Examples of Recording Instruments:

EVENT RECORDING

	1	2	3	4	5	Minutes
Talkouts						
Hitting						
Out-of-Seat						

Classroom Observation Module



Taken from MODULE II - Classroom Observation Module Materials by Barbara J. Terry, Juniper Gardens Learning Center, 1907 North 3rd, Kansas City, Kansas.

CONTINUOUS PROGRESS GRADING

- Measures learner's <u>own</u> progress
- Documents learner's starting place
- Compare progress to goals set for learner
- Note learner's progress or regression
- Documented observation may be used
- This method does not compare learner to the rest of the class

CRITERION-REFERENCED TESTS

Criterion-referenced tests are diagnostic, as opposed to standardized or normative-referenced tests. As such, they are not intended to provide a means of comparing one youngster to others his age, but instead are designed to compare a student's performance at one point in time with his performance at another point in time, the intent being to help a student achieve a "Mastery" level. Therefore, it is suggested that educators administer appropriate portions of the tests in a "pre- and post-" manner to determine an index of growth. The instrument can be given immediately before instruction to assist diagnostically in the selection of appropriate teaching strategies, and immediately following instruction to determine mastery. The tests are designed to help educators identify individual skills which youngsters have learned and which need to be learned so that instructional activities can be planned more precisely. For this reason, it will rarely be necessary for educators to administer all skill areas to a student at one time. Instead, the examiner must administer only those portions which are perceived as relevant to the student's current instructional needs. In most cases a reading or arithmetic assessment will take only 10 to 15 minutes. Administration of the test is discontinued as the student experiences failure on two consecutive objectives. These facts help to eliminate student boredom and frustration in the testing situation.

Diagnostic Uses

The format of the criterion-referenced tests is usually designed so that the evaluator can pinpoint deficiencies in specific skill areas after

only 10 or 15 minutes of testing. By analyzing the student's profile, one can easily determine the general areas of strength or weakness; and, by looking at specific subtests, one will see which skills the student has and has not learned. Also, observations can be made during the testing session. For example, the examiner may have noticed a specific problem with b - d reversals on a letter recognition section, or he may have observed a discrepancy between the student's skills in responding to visual or auditory stimuli. In this way a criterion-referenced test can provide meaningful diagnostic data useful in planning an individualized educational program for the student, implementing an existing IEP, and evaluating the learner's progress in basic skill areas.

RICK

53	24	2	8	64	25
+6	+2	+35	+81	+3	+2
59	26	37	89	67	27
136	54	18	12	148	26
+5	+8	+39	+59	+8	+7
41	62	47	61	56	61
42	72	54	61	1y	26
+33	+14	+23	+28	+40	+52
75	86	77	89	59	78
154	35	59	54	127	139
+27	+36	+38	+19	+48	+39
81	71	97	73	73	76
149	62	43	148	26	56
+23	+17	+21	+48	+40	+37
72	79	64	93	66	91
127	135	187	138	142	146
+ 5	+ 8	+ 4	+ 9	+ 8	+ 5
32	43	91	47	50	51
145	127	17	20	124	18
+ 9	+ 7	+38	+65	+ 9	+38
54	32	43	85	33	96

RICK

PRE-TEST: ADDITION AND SUBTRACTION

ADD

1.	53	24	8	64
	+6	+2	+81	+3
2.	36	8	48	26
	+5	+39	+8	+7
3.	59	27	39	48
	+38	+48	+39	+48

Conclusion

The law, handicapping conditons, assessment, IEP (Individualized Educational Program), instructional resources, daily activities and the evaluation process have been addressed in the manual. The aim of the REGULAR EDUCATION INSERVICE TRAINING AND RESOURCE MANUAL was to improve the regular educator's attitude, broaden background, and increase knowledge and skills in working with the handicapped learner in the regular classroom.

The section on law,policies and procedures provided an overview of the responsibility of regular educators in meeting the requirements of the federal law.

Many teachers have had little first hand knowledge of the various handicapping conditions. The aim of the second section of this manual has been to familiarize educators with the nature and characteristics of handicaps as well as environmental changes, curriculum modifications, adaptation of facilities, instructional strategies and additional considerations benefitting the special populations. Additionally, a subsection on preparing the non-handicapped learner has been included since, it has been shown that empathy by peers and teachers is necessary for the handicapped learners' progress.

The major purpose of the assessment section has been to provide the regular educator with practical implications in formal and informal testing. The regular educator, through the use of this component, should have the knowledge and skill to serve as a contributing member of the school's multidisciplinary team.

The IEP component focused upon methods and techniques to formulate individual education programs according to state policy and procedures. The regular educator has been introduced to the child centered process from referral to placement. Aids were included for writing behaviorally stated short term objectives and long range goals on behalf of the handicapped learner in the regular classroom.

The instructional resources and daily activities, sections V and VI, offered a variety of instructional materials and teaching strategies for use with the handicapped learner in the regular classroom. The main emphasis has been toward improving competencies in the basic skills.

While evaluation was treated as a separate division in the manual, it could have been combined with the assessment component as assessment/evaluation is an ongoing process. Placement in the final section enabled the teacher to assist with the updating of the learner's annual goals. Classroom observation modules, continuous progress grading and teacher made test were included in the evaluation process.

This encompassing guide provided a practical application of concepts toward improving basic skill competencies for the handicapped learner in the regular classroom.

The intent of the authors has been to improve educator's attitudes and to provide an operational knowledge of the requirements of the "Education for All Handicapped Children Act." One global concept emerged throughout the use of the Regular Education Inservice Training and Resource Manual.

IF HE CAN'T LEARN THE
WAY WE TEACH, WE'D
BETTER TEACH THE WAY
HE LEARNS!